

# CURRICULUM JOURNAL

JANUARY, 1941

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## SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Correspondence concerning the business of the Society should be addressed to the Executive Secretary.

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## CURRICULUM JOURNAL

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# CURRICULUM JOURNAL

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## NEWS NOTES

*The February Meeting of the Society for Curriculum Study.* From Mr. W. B. Brown, Chairman of the Committee on the Annual Meeting, we have the following tentative plans for the annual meeting of the Society for Curriculum Study, which will be held on Saturday, February 22, in Atlantic City. The theme of the Saturday morning meeting is "The Present Democratic Crisis and Its Relation to Curriculum and Instruction." After an address by a major speaker, the meeting will break up into the following discussion groups: The Present Research on Individual Development and Group Discipline — Daniel Prescott, Commission on Teacher Education, leader; Classroom Practices in the Development of Pupil Planning, Initiative, Responsibility, and Control—Howard A. Lane, Northwestern University, leader; The Present Crisis and Long-Range Curriculum Planning—H. L. Caswell, Teachers College, leader; Building Democracy Through School Administration—G. H. Reavis, Cincinnati Public Schools, leader; How Shall the School Staff Deal with Present Propaganda and Pressure Groups?—Harold Hand, University of Maryland, leader; Relation Between Public School Activities and Educational Activities of New Federal Agencies—William W. Alexander, Cincinnati Public Schools, leader.

The luncheon at noon, at which Samuel Everett will preside, will be

devoted to a discussion of "The Present Crisis in Democracy."

The theme of the general meeting in the afternoon is "Civic Education and the Defense of American Democracy." Following an address by a major speaker, the meeting will break up into the following discussion groups: Critical Conditions Among Youth as Revealed in Recent Youth Studies—Francis Spaulding, Harvard University, leader; Promising Citizenship Practices as Shown by the Civic Education Study of the Educational Policies Commission—Howard Wilson, Harvard University, leader; Recent Research Related to Development of Patriotism and Loyalty to the American Ideals—Reginald Bell, Stanford University, leader; Implications of Recent Research for Curriculum Planning in Civic Education—J. Paul Leonard, Stanford University, leader.

For a dinner meeting at 6:30 P.M., the Society will join with the Department of Home Economics of the National Education Association for a discussion of the following theme: "Home and Family Life and Curriculum Planning."

*Curriculum Revision in San Diego.* San Diego is entering upon its third year in a curriculum revision program which will cover a five- to eight-year period. For the first two years this program concerned itself with the analysis of objectives and clarification of principles to guide the work of the entire system. A master plan of procedure was discussed and adopted, and committees reported in the following

fields: principles and objectives of our curriculum program; curriculum and needs of our society; pupil needs and curriculum.

Grade level committees are now at work charting the list of specific needs for each succeeding age level throughout the entire system. These lists of needs will become the basis for determining the type and extent of guidance which the school system should offer, and in turn will act as a measuring stick for the evaluation of the guidance now offered by the curriculum.

In preparation for this work a number of activities were carried on during the spring of 1940, culminating in an educational conference held in the months of April and May. This conference was devoted specifically to the reporting of advanced practices in the City of San Diego, and to a discussion of these practices by panels of selected San Diego teachers. Observation opportunities were provided on a series of succeeding Saturday morning meetings whereby teachers could see these advanced practices in operation at all levels from kindergarten to junior college.

In the meantime, and during this long-term program of curriculum study and revision, subject matter committees from the different levels were functioning to meet the emergency problems. The Social Studies Committee, for example, has been extremely active in meeting the many issues raised by a national emergency, and the Mathematics Committee has recently completed a survey of the tool skills and the maintenance program of the secondary schools. Likewise, a survey of language usage was com-

pleted last year, and committees are at work studying and reporting upon curriculum practice in this area.

During the past summer, the curriculum staff conducted a six weeks' seminar in its curriculum laboratory. A group of San Diego teachers, representing all levels, worked in this seminar, developing experimental units which they desired to try out in their classrooms during the present year. This was an experimental program in so far as San Diego is concerned, and the results seem to amply justify it as a democratic technic in curriculum revision.

*The Current Program of Shaker Heights, Ohio, Schools.* A recent bulletin of the Shaker Heights, Ohio, Public Schools contains a proposed school program developed in the light of community judgment. Superintendent A. K. Loomis called a series of conferences in which parents, teachers, and pupils participated, the purpose of which was to examine the present program and to consider proposals for the future. The majority agreed on the need for a thorough grounding in the basic skills of thinking and of communicating thought, but they held that an overemphasis on drill would defeat its purpose. The majority were opposed to the extreme type of activity school. Committees of the school staff studied the present program in the light of community judgment and formulated a program for 1940-41. Covering the range of twelve grades, committees worked on six levels, but in order to insure continuity of experiences, additional committees for English, social studies, the arts, science, mathematics, foreign languages, and

commercial studies were set up. The report was recently released in a mimeographed publication. Copies are no longer available for distribution.

#### *Curriculum Activities in Baltimore.*

Basic to the writing of every new course of study is the determination of what are the vital issues, the unmistakable trends, and the most promising position which public education should take, in the light of present-day local, national, and international conditions.

Recognizing the importance of this problem, the Baltimore Board of Superintendents in the spring of 1935 appointed a committee of over 100 individuals selected from the schools to be known as the Committee on Curriculum Revision. To provide a broad base for the consideration of changes in the courses of study, the committee was made as representative as possible, and included teachers, supervisors, principals, directors, and superintendents. To this committee was assigned the task of surveying and studying the current social and economic scene, and of making recommendations for needed changes in the present courses of study. Dr. Herbert B. Bruner, Professor of Education, Teachers College, Columbia University, was invited to act as general consultant for the program.

After a consideration of a large number of areas, it was decided that the committee should concern itself with the following: function and scope of public education in the American democracy today; the effect of technological development upon society; the family in present-day life;

international problems and their import; attitudes toward authority; the relation of government to social welfare; and the conservation of natural resources.

Accordingly, the general committee was organized into seven subcommittees, to each of which was assigned one of the above topics. Each subcommittee was further assisted by a specialist, expert in the field, who acted as technical adviser for the subcommittee concerned. These activities are now drawing to a close and reports from each of these committees will be turned over to the appropriate course of study committees for use in the formulation of new courses of study. An important feature of this procedure lies in stimulating as large a number of the teaching force as possible to give constructive thought to the problem of what the schools should teach.

#### *Santa Barbara Instructional Material.*

For the past two years Santa Barbara City Schools have conducted workshops for its teachers both in Santa Barbara and on university campuses. In these workshops groups of teachers build curriculum materials to be used in their own teaching situations. This material, called "source previews," has been built as source material rather than as teaching outlines. Teachers preparing to teach certain units in their classrooms turn to these previews for suggested problems, activities, and bibliography. These source materials show integrative opportunities and activities. Many of the lower grade source previews have seatwork reading materials and choric verses included. Although there will be a continuous

program of building such material, certain source previews from first grade through the tenth grade are now in shape for release to those who wish to secure them by paying for cost of mimeographing and binding. Price lists may be secured by addressing a letter to the Assistant Superintendent of Schools, in charge of business, or the Director of Curriculum and Instruction. Many requests have come in to the system for the teachers' handbook on *Developmental Curriculum*, Santa Barbara City Schools Bulletin No. 1, first issued in 1938. This booklet is now in the process of revision and will be ready for release early next semester.

*Occupational Study of Former High School Pupils.* A plan to help high school principals in their efforts to aid their students to become better adjusted occupationally after they leave school is now being introduced under the sponsorship of the National Association of Secondary-School Principals. By studying the former students, both graduates and dropouts, information is obtained which is basic to a continuous appraisal of that aspect of the school program aimed at occupational adjustment. Aided by a grant from the General Education Board, the National Association is continuing its project known as the Occupational Adjustment Study. The purpose of the second year of work is to try out in various practical school situations the survey-plan developed in an intensive study of six high schools near New York City last year. Secondary schools in all sections of the country are being invited to cooperate in conducting these uniform follow-up

studies. Already schools in twenty-five of the forty-eight states have initiated the program. Any school interested in the follow-up plan may obtain a sample set of the instruments and further information by writing to Edward Landy, Director, at the national headquarters, 425 West One Hundred Twenty-Third Street, New York City.

*St. Louis Schools Study Survey Recommendations.* A committee of eighty members, representing all branches of the St. Louis Public Schools, is making a study of the recommendations contained in the recent survey made by Doctor Strayer and his associates. When this study is completed, it will be submitted to the schools for suggestions. A final report representing the consensus of the entire corps on these matters will be used as a basis for organizing curriculum committees in needed areas. Two committees are now at work on the purposes of public education in St. Louis and the teaching of citizenship in our democracy. When the final report on the survey is ready, the list of authorized books and educational supplies will be re-examined with a view to making new recommendations.

*Secondary School Experimental Program in Minnesota.* A year ago the secondary school principals of Minnesota voted to sponsor a curriculum experimental program with a selected number of secondary schools in the state. A committee under the leadership of Nelson L. Bossing of the University of Minnesota met recently and drew up a report which was accepted by the Minnesota Association of Sec-

ondary School Principals. It is expected that the State Board of Education will soon give official approval to this program. The committee recommended that the number of schools be limited to approximately eight to twelve and that they should represent different sizes of schools, different types of organization, and different types of communities. It was the opinion of the committee that the study should be viewed as a long-term project, lasting at least ten years. It was suggested that the initial stages of the program would involve a survey of local community conditions, curriculum practices, and teaching staff of the cooperating schools. Each school will be expected to engage in a study of recent curriculum practices as a basis of formulating the local program of study and reorganization.

*How to Help Rural Youth.* For three out of every five farm boys who reach working age each year, there are now no jobs on the farm. The frontier with its new lands has disappeared. The once broad road to jobs in urban commerce and industry closed altogether in the thirties, and though it is partially open again, industry keeps reminding young men and women in the country that fewer of them will find places in the city. With little market for their services, the "surplus" rural youth, like surplus cotton or wheat, pile up on the farms and in the villages—waiting, waiting, waiting.

It is difficult to know just how large this human surplus is. In *Guidposts for Rural Youth*, a study made for the American Youth Commission

of the American Council on Education, E. L. Kirkpatrick indicates that in November, 1937, about two million rural youth were seeking work or were only temporarily employed. Moreover, he writes, "three-fourths or more of the young people on farms who say they have jobs are not on pay rolls. Most of them are doing work at home for which they receive little or no wages. Such employment means practically nothing toward getting started on a place of one's own."

As a fundamental principle, the book insists that the place to begin to solve the youth problem is in the community, and the community itself must take a leading part in the job. State and federal agencies must, of course, help in the total solution with large-scale planning, employment services, constant opportunity surveys, and educational facilities and guidance. But these remain accessories to community initiative and community action.

*The Occupational Needs of American Youth. Matching Youth and Jobs*, by Howard M. Bell, is a recent publication of the American Youth Commission which reports a project, the purpose of which was to check up further on the occupational and educational needs of American youth and to demonstrate methods of meeting those needs. There are nearly four million young people between the ages of fifteen and twenty-four out of work and out of school today, the majority of whom do not have job training or experience. Every year 1,750,000 more finish or leave school and start job-hunting. The author suggests that the school may well be the

logical center for vocational guidance, education, and even placement, but the community itself must act co-operatively on the task of developing such a program. The Youth Commission and the Employment Service Division of the Social Security Board selected for study four cities, St. Louis, Baltimore, Providence, and Dallas, and four rural areas in Missouri and Maryland. The author recommends a well-balanced curriculum which treats much that is commonly regarded as vocational education as an integral part of general education.

#### *Education Theory Course Integrated.*

The Elementary Teacher Education Program of the College of the Pacific, Stockton, California, was partially re-organized in the fall of 1939. Formerly the program consisted of twenty-nine units of upper division work distributed in ten courses taught by three instructors. General Methods, Principles of Education, and Child Psychology have been combined into one course, taught cooperatively by two instructors. The course work itself becomes largely an outgrowth of weekly group observations carried on in a near-by elementary school. The group gathers shortly before the observation time and is given an idea of what is to be the activity in the class that day. One hour's observation is followed by an hour's discussion and questioning participated in by the elementary teacher, the college instructors, and the students. The class assignments, lectures, and discussions are, as nearly as possible, an outgrowth of the problems made and raised during the observation and subsequent

discussion. Mr. Wendell P. Hawkinson is principal of the Woodrow Wilson Elementary School and Dr. J. W. Harris and Mrs. Marion O. Pease are the college instructors carrying on the work.

*Conferences Lead to Office of Education Publications.* Some of the tangible outcomes of conferences called by the United States Office of Education are seen in two recently released publications of that Office dealing with exceptional children. They are Bulletin 1939, Number 15, *Clinical Organization for Child Guidance Within the Schools*, and Bulletin 1939, Number 9, *Residential Schools for Handicapped Children*. The first of these two bulletins considers the types of organization in operation in city, county, and state school systems directed toward the clinical adjustment of pupils' behavior difficulties. It also shows the methods of coordination at work through which several departments or agencies may combine to render effective child guidance service. The bulletin on residential schools deals with the educational facilities provided in public and private residential institutions for handicapped children. This illustrated bulletin includes a description of the curricular adjustments under way in these institutions.

*A Guide for the Teaching of Reading in the Early Elementary School.* As a part of a study to improve reading instruction in the Minneapolis Public Schools the primary reading course of study has been revised recently. The new guide deals with three important phases of reading instruction in the lower grades. First, the mean-



ingful reading opportunities which are offered in the modern curriculum are described in the sections, "Opportunities for Meaningful Reading in the Early Elementary School" and "The Library in the Early Elementary School." Second, the development of the reading abilities needed in satisfying permanent and worth-while reading interests are treated in detail in the sections, "The Developmental Reading Program in the Pre-reading, Pre-primer, Primer, First, Second, and Third Reader Levels," "Word Recognition and Word Meaning Activities," and the "Evaluation of Reading Growth." Third, the adaptation of methods in introducing and guiding reading activities to meet individual needs is discussed in the sections, "Modified Reading Programs for the Slow-Reading Groups," "Reader Sequences for Varying Reading Levels," and "The Special Remedial Reading Program in the Third Grade."

*Elementary Curriculum Construction in Grand Rapids.* The courses of study used in the elementary schools of Grand Rapids were written by committees of teachers and are organized according to subject matter at different grade levels. The volumes were printed and distributed in 1932.

In 1936 a group of new units centering around life in Grand Rapids, and including such titles as *Education*, *Civic Organizations*, *Health*, *Housing*, and *Religion*, were worked out by committees, published in separate folders, and distributed to teachers as suggestive units to supplement the original social studies course of study for the later elementary grades.

The Early Elementary Department has recently worked out four volumes: *Personality Records*, *Reports to Parents*, and *Arithmetic for Grade 2*, in 1939-1940, and *Spelling in Grade 2* this year.

It is admitted by the school people in Grand Rapids that there is a great need for curriculum revision, and it is hoped that it will be undertaken in the near future. There is a local feeling that the guides to instruction have not kept pace with the philosophy and quality of teaching.

*Self-Appraisal of a Rural Elementary School.* The University of Nebraska has recently published a mimeographed bulletin entitled *Teacher's Handbook for the Self-Appraisal of a Rural Elementary School* under the direction of Meredith W. Darlington of the University Extension Division. Following plans cooperatively developed, Mr. Darlington met with, and assisted, county superintendents and their teacher committees in twelve counties in the intensive study leading to development of the self-evaluating instrument. Groups of rural teachers, working under the direction of their county superintendent, are using the handbook during the current year as the basis of the in-service program.

*Character Education Program in the Philippine Public Schools.* The teaching of character education is a mandatory provision of the *Constitution of the Philippines*. According to Section 5, Article XIII, of this fundamental law, "all schools shall aim to develop moral character, personal dis-



cipline, civic conscience . . ." In obedience to this provision, character education is taught as a formal subject from Grade I in the elementary to the fourth year in the high school. The method used is both direct and indirect. The courses of study are now being revised with a view to incorporating in them a larger amount of materials that are purely Philippine. Included among these materials are Filipino proverbs, legends, customs, folk songs, deeds of Filipino heroes, and writings and speeches, which are calculated to portray different character traits. For over one and a half years now, a number of research studies have been conducted in connection with the collection, evaluation, selection, and grading of these materials. When completed, these research studies will yield a body of valuable materials, the need for which has long been felt in the Philippine public schools.

*Personal Growth Leaflets.* *Education for the Common Defense* is the latest of the Personal Growth Leaflets, little vest-pocket size publications of the National Education Association, edited by Joy Elmer Morgan. Over one hundred leaflets have appeared since this series was begun. The publications include the following major topics: self-realization, democracy, leadership, the work of the National Education Association, citizenship, rural education, civic problems, health, better teaching, and building a new America. The leaflets were designed as a service to young people, made available without profit through the generosity of Hugh T. Birch. They sell for one cent per copy, but no or-

ders are accepted for less than twenty-five cents. Teachers are using these materials for guidance and as supplementary reading. Orders should be addressed to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

*School as a Basis of Workshop Study.* From the office of W. W. D. Sones, University of Pittsburgh, who, last summer, was connected with the Pennsylvania Workshop for Secondary Education, comes a mimeographed study of Washington, Pennsylvania, High School. The data were collected on the school and community and taken to the workshop for analysis. For three consecutive years each of the pupils was followed from the time of entrance to the present. This revealed facts on migration, elimination, progress, graduates, and subsequent occupational activities of drop-outs as well as graduates. The personal, social, and scholastic data for the ninth grade class now in school were also analyzed with a view to better adjustment to the high school program. The study closes with recommendations for curriculum readjustment.

*The Occupational Training of Rural Youth.* Rural communities interested in providing mechanical training for out-of-school youth should keep in touch with state boards of vocational education. Ten million dollars of federal funds were recently allotted for this purpose. These funds are administered by the United States Office of Education through state boards for vocational education.

## THE LIBRARY IN THE CORE CURRICULUM

By WILLARD A. HEAPS

Associate, School of Library Service, Columbia University

BECAUSE SECONDARY schools have become increasingly conscious of the fact that the traditional subject-matter curriculum was not proving adequate in the realization of newer philosophies of education and the findings of modern scientists and psychologists in regard to the nature of the learning process, a reorientation of ideas and practices has become not only necessary, but compulsory. A larger program of curriculum experimentation than ever before has resulted from newer concepts of the purpose of education. Schools are attempting to discover the solution in core, fused, integrated, interrelated, coordinated, and basic courses. Whatever may be their differences in construction, they all have the prime purpose of enriching the in-school experiencing of the pupil, using as a frame of reference the definition of the curriculum as "every experience of the learner while under the aegis of the school." Of these experiments, one of the most interesting is the so-called "core" curriculum.

In actual practice the core is generally organized around the social studies or a center of personal or broad social problems. A certain number of hours is devoted exclusively to the core daily, the same teacher ideally following the group through successive years in order to offer personal and group guidance. Planning is more or less personal, with much pupil participation and group discussion. Research activities seem common, with

varied types of learning experience taking place.<sup>1</sup>

It is the enrichment of learning experience as offered by the core curriculum that the library rises to a full stature of its possibilities. In reporting on 283 experimentations in California high schools, the State Department of Education<sup>2</sup> noted a tremendous increase in the use of books and other library materials, citing increases in budgets, book demands and needs, enlargement of facilities, and teacher-library-classroom cooperation. Because greatly enriched classroom and central libraries were seen to be needed and were in the process of development in California, it appeared worth while to the author to attempt an elementary and informal investigation as to what school library implications are to be found in the core program there and elsewhere, for if the library as a coordinating service agency is to develop with the modern curriculum, the intimations of such experimental development must be realized.

Accordingly, the author selected twenty-four secondary schools pursuing well-recognized core curricula of various sorts. To the librarians of these institutions during the spring of 1940 were sent a personal letter and a mimeographed questionnaire which

<sup>1</sup>A good general discussion is found in Leonard, J. P., "Some Reflection on the Secondary Core Curriculum," *Curriculum Journal*, v. 10, p. 250-52. October, 1939.

<sup>2</sup>California State Department of Education, "Programs of the Cooperating Secondary Schools in California," 1939. It is Bulletin No. 3, May, 1939. Case studies of twelve of these schools found in Thelen, Leonora K., "The Demands of New Type Courses Upon the Library," Master's Thesis, School of Education, University of California.

was to serve as a means for gathering librarians' opinions in regard to the effect of the core on their libraries' services. Replies were received from sixteen schools, ranging from elaborate supplementary remarks to bare answers to questions.

If the testimony of the librarian (who, because of her peculiar position, seems admirably suited to observe strengths and weaknesses in teaching) is of any account, the core curricula of these sixteen schools seem to have almost revolutionized her daily work and changed immeasurably the type of materials she must supply. Several librarians were unable to be specific concerning these influences, as at South High School, Denver, where the core influences are so mixed that it is difficult to separate the specifics. All sixteen note an increase in library use, a demand for more and varied materials, and a more personal relationship between classroom and library. The librarian seems to have achieved more and more the status of a co-teacher rather than being an appendage to the classroom. It is interesting to note some reports on specific questions and influences.

#### LIBRARY MATERIALS

Materials	Increase	Very Great Increase	Increase in Classroom
Books . . . . .	5	4	3
Reference books . . . . .	7	2	1
Pamphlets . . . . .	5	7	2
Periodicals . . . . .	3	8	5
Audio aids . . . . .	4	2	3
Visual aids . . . . .	6	4	5

Some comment on this table is worth while. There appears a distinct tendency in these sixteen schools to center the use of books, pamphlets, and visual

aids in the classroom, with the central library as a depository and source, what is called a "fluid" central collection. Central High School, Tulsa,<sup>3</sup> reports that many books have been purchased for specific classroom use, while Eugene, Oregon, High School,<sup>4</sup> has assembled basic classroom collections of twenty-five books to supplement each unit of classwork. The Altoona, Pennsylvania, High School,<sup>5</sup> sends large collections to the classrooms, which they note as being almost any room where the group happens to be located when the need for material arises. Eugene has also caused the textbook fund to be diverted to the purchase of library materials. It is interesting to note that two schools have instituted the book fee system with the introduction of the core courses. The East High School of Denver<sup>6</sup> voted a fee for such purchasing, while the Tulsa Central High School deposits such books in the classroom to be added to the library when there is adequate space. Abraham Lincoln High School, Los Angeles,<sup>7</sup> received a special "supplementary" appropriation in addition to the regular budget based on A. D. A.

The increase in the use of pamphlet and periodical material is the most astonishing phase of the use of library materials. Realizing that numbers of books, no matter how extensive and up to date, cannot possibly offer the

<sup>3</sup>Flossie M. Martin, Librarian: "Human Relations Core."

<sup>4</sup>Mrs. Barabar H. McMilan, Librarian: "Social Living Core."

<sup>5</sup>Maud Minster, Librarian: "Areas of Living Core."

<sup>6</sup>Florence Briber, Librarian: "Relationships and Problems Core."

<sup>7</sup>Ella Morgan, Librarian: "Social Living, American Life and Institutions, Senior Problems Cores."

richness of current pamphlets, society and government publications, and magazines, the librarians had sought definitely to build up a large collection of these ephemeral materials in nonbook form. When the Altoona High School began core courses, they prepared a "core file" of four drawers of pamphlet materials, checking all types of lists, particularly the *Vertical File Service* and the *Public Affairs Information Service*. Back issues of magazines were checked and clipped and added to the file. The David Starr Jordan High School of Long Beach<sup>8</sup> checks all basic lists of pamphlet material regularly. Eugene mentioned the wide use made of pamphlets in a specific unit on the automobile, saying "Pamphlets fill a real need because they are free or inexpensive, and give the latest statistics and developments for a given topic." Many pamphlets are also purchased in quantity for classroom use.

The increase in magazine use is no less marked. Carpinteria, California, Union High School,<sup>9</sup> increased its subscription list from twenty-five to forty, while Eugene reported that the use of *Readers Guide* and back issues of periodicals has at least doubled during the past two years, reporting an average of thirty-five back numbers circulated daily in addition to those used in the library. *Scholastic* and *Readers Digest* are ordered for each classroom in quantity, and the library has several copies of *Newsweek* and *Life* for classroom use.

It is interesting to note that two libraries report that the problem of

carrying for phonograph records is becoming a troublesome one. Several librarians foresee a growth in the use of broadcast transcriptions when they become more generally available through commercial sources.<sup>10</sup> At East High School, Denver, a subject teacher has been put in charge of audio and visual aids and the responsibility is therefore separated from the librarian. Carpinteria reports tremendous increases in picture use and the picture file has been increased in large numbers. The Central Visual Department of the Long Beach schools has aided immeasurably. It is altogether reasonable to expect the library to have increased responsibility in the future for the care and distribution of such materials.

With the increase in the extent of reading, most librarians have discovered that their book collections need newer types of material more personally adapted to the individual learner. Seven librarians bemoan the lack of adult subject matter material written on a simpler level of reading difficulty in popular style, yet containing accurate information. Eugene notes this lack in popular discussions of government, culture, and economic conditions, and valuable and much-needed books on food, clothing, and recreation. South High School, Denver,<sup>11</sup> believes that there is a dearth of simply written subject matter books in which the level of reading ability is less than the interest level, and books for the low I. Q. pupils.

<sup>8</sup>Hazel Zimmerman, Librarian: "Social Culture and Science Cores."

<sup>9</sup>Marjorie Holmes, Librarian: "Foundations and Human Relations Cores."

<sup>10</sup>Discussion in Heaps, W. A., "Ears and the Library: Implications in the School Use of Radio," *Wilson Library Bulletin*, v. 15, p. 19-23, September, 1940.

<sup>11</sup>Louisa Ward, Librarian: "Relationships and Problems Cores."

Almost every librarian reports that the possible uses have far outgrown present facilities, and the problem has been met in several cases by sending large collections of books for use in the classroom, where perhaps the guidance of the classroom teacher may be best extended. East High, Denver, removed partitions between four small conference rooms in order to make a small classroom adjoining the library where teachers may bring a group or class. More small book trucks were added for collections to be sent to classrooms for period use. The Abraham Lincoln High School of Los Angeles opened a new conference room in an adjoining classroom. Eugene feels the need of such a conference room, for much of the work of the social living classes is conducted by committees who wish to work together. David Starr Jordan High School, Long Beach, has met the lack of space by sending books to classrooms in increasingly large numbers. In certain schools the problems of serving the regular classes along with the constant attendance of the core group has presented a genuine problem.

Since many of the schools cannot afford to appoint an additional librarian, the problem of offering adequate service, with the attendant technical routines necessitated by the added materials, is a critical one. Most schools have utilized student helpers more than ever before, many taken from core classes, usually on a service and voluntary basis. Altoona, Eugene, and South (Denver) have all added N. Y. A. workers to care for the purely clerical work. Eugene formerly had ten student helpers, but now uses twenty. The problem in the fu-

ture seems to be a question of sorting out the most important activities, for book service under the core plan requires constant attention of the librarian.

The implications of library use have already been pointed out. There is increased use of both the main library room and of books in classrooms. Rules have had to be made more lax to care for increased circulation demands. The library has become increasingly characterized as a working laboratory, a centralizing agency, and integrating center. Circulation has jumped tremendously. Eugene, with a reading room capacity of ninety-two in a school of 1,122 pupils, this year averaged a daily attendance of 363. Last year the figure was 350, and the previous year, just before the Social Living core had been introduced, the daily attendance was 225, certainly abundant and vivid evidence of the increasing importance and use of the library. At David Starr Jordan High School, Long Beach, the librarian sits in on most of the committee meetings where classroom work is planned so that she may anticipate future needs and suggest materials.

The best observation on the effect of a working core curriculum in the school library situation comes from Eugene: "The whole library program has received stimulation from the addition of the Social Living course to the curriculum, and the new methods used in teaching social science in the junior and senior years. Students are encouraged to think for themselves, to see problems, to seek to solve them and to read for ideas. The chief request in this library used to be for a 'book for a book report,' but now stu-

dents read with more purpose and are much more inquisitive and more discriminating in their reading choices. In doing reference work, they want more detail and go more deeply into subjects than ever before. The forty current copies of magazines are used every period of the school day. The library is full of students before school and during the noon hour, and after school the librarian never works alone."

This survey, though brief and informal, revealed the increased importance of the school library in the core curriculum program, but there are certain intimations which are even more important.

The first is in the training program for the school librarian. To become the master of professional techniques is no longer sufficient, for the school librarian of the future must be a specialist in practically every curricular field. Because the subject matter borders have been broken down, her equipment must extend beyond the limitations of a particular subject preparation. She must be able to take

her place on curriculum planning committees as consultant and clearing-house for the materials which make up the pupils' experiences.

The second is the need for increased appropriations. A wealth of material requires frequent and unstinted purchase, and funds formerly designated for textbooks must be shifted to the library in order that it may enlarge its holdings and resources. Administrators cannot expect their core curricula to function adequately if they are unable or unwilling to support the library in gathering materials. Additional library assistance is a primary requisite as well.

Again, teachers are to need an increasing appreciation of the work of the school library and the contribution it can make to enriched teaching. They must supplement their personal knowledge of subject matter by the professional bibliographical knowledge of the skilled librarian in order that the best learning experiences may result for the pupils, who must after all be the measure of the success or failure of the program.





## SELECTION OF EXPERIENCES IN THE CURRICULUM FOR THE DAKOTA

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BY THE USE OF THE technique in curriculum building described elsewhere,<sup>1</sup> a set of criteria was developed for the selection of school activities. These criteria were selected on a basis of local needs checked against trends and possibilities in the national socio-economic complex. Certain assumptions based on the study as a whole preceded the statement of criteria. Briefly, these are:

1. Many fundamental life values are common to people of all regions. Subordinate values and the means of achieving them differ in differing regions and cultures.

2. The national cash economy market is neglectful by definition of the prestige which results from work well done in situations such as those where incomes from agricultural and handicraft products are not proportionate to the hypothetical cash value of the time employed. Nevertheless, no person can live *entirely* on a basis of a standard return for a unit of labor.

3. Education should not endeavor to uproot or supplant any of the present culture which is serviceable, but should seek to improve present living through appreciation of the culture of the past and the good in the present in order that social adjustment may continue. Divergences of culture and practice have often worked to the advantage of the regional group and have added to the variety and color of na-

tional life. If respected, they should be conducive to stability, efficiency, and the release of human energy. Teachers who render the greatest service will be those who are conscious of regional and cultural differences and who are not deterred, because of their own childhood experiences and their education, from recognizing merit in habits and institutions which may be foreign to their earlier ideas. Teachers from a cattle area, for example, must modify the ideas derived from past experience in going to an area where sheepherding is the major industry among the families surrounding the school.

4. In the region concerned, practically ninety-eight per cent of the young people leaving school and graduating from high school return to their home communities or to similar communities near by. Even if it were granted that improved living in the home community was not a good preparation for improved living anywhere (and this is not granted by many students of the problem), the national situation gives every indication that this wholesale return to the local community will prevail for some time to come. If the period of such a return of students were indicated as likely to prevail for a short time only, improved attitudes toward local problems are assumed to be a logical educational activity because certain habits and attitudes necessary in any situation can be learned only in the concrete situa-

<sup>1</sup>Hulsizer, Allan: "Region and Culture in the Curriculum of the Navaho and the Dakota." Federalburg, Maryland: J. W. Stowell Company. 1940. 344 p.



tions available. Moreover, the use of local resources lags far behind the possibilities, and vocational opportunities, present in the local community, are only partly capitalized quantitatively and are ill-met qualitatively.

From more exhaustive surveys than these few paragraphs can indicate, the criteria now listed were evolved.

1. *The pupil in the elementary and high school, among other things, should have an opportunity to participate in the practical affairs of the community in their initiatory, as well as their follow-up stages.* Such practical affairs will include occupational, recreational and other socio-economic pursuits. Such experiences may occur normally in the education given by family and community quite apart from school, where children living well-rounded lives naturally engage in such activities at levels of difficulty appropriate to their ages. However, in some communities (and this study has shown that this is true in the Dakota community) various factors may have interfered with this type of participation for one or more generations. These family and community experiences, to be realized fully, must not only be wide in variety, but must be continued over a long period of time. It is improbable that Dakota students who, because of boarding-school attendance or the lengthened school day caused by the bus trip to and from school, fail to participate in any practical work from the age of six to sixteen can suddenly change after that age and throw themselves happily and efficiently into the work carried on in the community.

Vicarious experience may add to knowledge, but it is questioned that

such experience can build habits of industry and the type of practical efficiency which enable the specialized worker to integrate his work with that of other differing specialists in his industrial unit and that of workers in the other industrial units in the smaller or larger community.

2. *There should be observation and participation in the conservation of human and of other resources.* Things learned from the proper care of animals and plants may have indirect value because of their application to all organic life. Of such general application are controlled breeding and selection; prenatal care; protection of mothers; and the effect of proper feeding upon general health and growth. Certain psychological factors in the handling of animals also merit emphasis. People who do not live by the care of livestock or of plants encounter such stock owned by their neighbors and fellow citizens, and through lack of experience and understanding, children and adults abuse livestock and plantstock so as to maim and often kill them. The vocational opportunities in this field are obvious in a grazing country where irrigated gardens are a supplementary activity.

3. *There should be activities to develop, not only individual skills, attitudes, and habits, but also those building the attitudes, habits and skills necessary to group activity; there should be not only opportunity to enjoy democratic privileges, but to fulfill democratic duties as well.* Among sparsely-settled groups, such as the Dakota, cooperative techniques are probably a necessity. Local people who are strong and able should cooperate with the state in helping the

less able. Occasionally, for example, a social agency will employ outside labor to cut firewood for old people when there are idle young people in the community who are receiving grants. In the Dakota community such aid was and is, according to the views of the people themselves, a logical part of the present culture.

4. *There should be experience calculated to establish self-approval, or to win the satisfaction which comes with the approval of others, in order to insure the development of a creative, confident, balanced, and mature personality with a sense of security and adequacy and with the will to contribute.* The original culture developed such personalities. Opportunities should be found to properly evaluate such qualities as kind manners, artistic ability, love of nature, and horsemanship. New developments should not be allowed to destroy these desirable assets. In the Dakota community calm and unhurried behavior is more important than a time schedule; the opposite of this pattern cannot be instilled into students, with complete assurance, by any teacher who is familiar with modern problems of mental hygiene.

5. *There should be activities which will encourage the development of spiritual values prized by humans.* Dakota prayers were practical and yet beautiful; song was intimate and spontaneous as well as ritualistic; Dakota art showed arresting color and form; and Dakota folk tales have a wit and charm all their own. The cultivation of these forms of expression *to meet the needs of the individual* are no less important, possibly more important, than his sharing them with apprecia-

tive observers. The study of such elements from other cultures may help him in properly evaluating his own.

6. *Where family and community traditions have tended to produce efficient human groups and leaders, activities should be chosen to maintain these group relationships and to continue the development of leaders.* This should include appreciation of the contribution of the more experienced and more gifted. Families have the custom of setting up young people when they marry; of giving younger relatives livestock; of giving feasts and gifts at weddings and funerals. Some of these customs may seem extravagant; on the other hand, they may serve worth-while purposes in giving distinction to the older gift givers and to the more able.

7. *There should be consideration for those activities which are necessary to make up for the lacks in the community or deficiencies in the individual.* Recreation was sadly lacking in most of the communities studied. Because of the ban placed on dancing and horsemanship and, indeed, on practically all forms of amusement, practically the only respectable activities left were the various forms of the "hewing of wood and the drawing of water."

Without the use of native wild greens, fruits, and vegetables, an adequate diet was impossible to attain on any amounts of cash likely to be supplied from whatever source, and yet, educational agencies were tending to emphasize the bacon, flour, and bean diet already overemphasized by other less well-informed, if not less well-intentioned, agencies.

8. *The three R's should be used to improve the attack on problems early in school life.* All tool subjects are constantly needed; learning them as ends in themselves, however, may leave the student with a lack of understanding of the use of such skills as a way of improving the quality of life.

The purpose of the whole program is to help young people to live and make a living in a grazing region. The child on a farm or ranch gradually masters the experience of farm and ranch life. Repetition of the setup does not mean duplication, as each year's experiences are carried to a higher level; for example, a first grade child can feed and water a calf and an eighth grade student can help to vaccinate the animal. The educational budget is balanced by means of various check lists related to phases of the cardinal objectives and by means of assemblies and similar culminative activities.

A center for emphasis during each year is chosen; subcenters are selected to amplify the topic of the year. For the beginner the main topic may be "The Ranch-Home," a subcenter may be "The Hospital," for fear and lack of understanding of the work of doctor and nurse may be reducing the efficacy of the services supplied to the child. The twelfth-year student may concentrate on his plan for the year succeeding his leaving school.

Teachers and pupils choose books, bulletins, and other literature to aid them in carrying on their activities. Children write letters; keep diaries, council minutes, and accounts; they write plans for various activities; and all students contribute, respectively,

to the elementary and high school periodicals.

Check lists are used to insure sufficient emphasis on basic skills (such lists as those outlined on pp. 25ff of the Industrial Arts Bulletin 34, 1937, United States Office of Education, Washington). Similar check lists in conservation are used. (These were derived from Office of Education Bulletins No. 13 and 14, 1940, by E. G. Bathurst.) The items here selected are not necessarily repeated year after year as they appear here. Some which appear worth while and fruitful, however, are repeated and are looked forward to by students and teachers as an opportunity usually accorded to a certain age group. Books chosen are largely from the Indian Office Book List, where publishers and prices may be found.

Certain immediate outcomes are an aid in evaluating the program. Desirable outcomes of a long-time program are found in the homes and in the community life of the people.

The Twelve-Year Curriculum was developed on the basis of the criteria enumerated above. There is room here only for the activities suggested for the Beginners and Group I. They are presented under each of the eight criteria, which are given in abbreviated form to conserve space.

The title for the year in Group I is *Work and Play in the Ranch-Home*. The subcenters are: *Pets; Playhouse; Indian Camp; and the Play Hospital*.

Criterion I. Practical Efficiency—building playhouses, pet sheds, hospital, playthings of various kinds, and serving lunch.

Criterion II. Conservation of Human and Other Resources—taking rest

periods; hanging up wraps; washing before lunch; learning protective attitudes toward pets, flowers, trees, grass; creative play in the sunshine.

Criterion III. Group Activities: Individual Contributions to the Group—planning the daily program; health inspection; inviting children from other groups to play and to visit pets; dramatizing ways to help at home and in Indian camp life.

Criterion IV. Personality Adjustment: Through Group Individual Activity—calling the doctor over the telephone; taking turns at "playing" doctor; bringing friends and parents to see the activities and pets in the Group I Camp and at the Group I Farm.

Criterion V. Developing Human Qualities: Spiritual, Ethical, and Aesthetic—gathering and planting local wild flowers, trees, and shrubs; naming some of these with the names of other children; singing Indian songs containing appreciation of nature; making and using their drums and flutes; dancing Indian dances appropriate to various occasions.

Criterion VI. Leadership—planning work or play; acting as classroom announcer for change from one activity to another; child "doctor" and "nurse" helping real doctor and nurse to keep children well.

Criterion VII. Making Up for Lacks—repairing pet shed and fence;

hanging up utensils and tools after use; drinking milk; eating vegetables; gathering flower seeds to save for planting next year.

Criterion VIII. Learning the Practical Outcomes and Enjoyment to Be Gained Through the Employment of Reading and Other Skills—largely oral stories of the children's activities; counting as it is required by the activity at hand.

Outcomes.<sup>2</sup> The child helps to bring in wood at home; he hangs up his coat and hat at school and at home; and he gives feed and water to pets at home and at school.

Evaluation of the Curriculum. If a student's ability to read is to be of value to him, he should improve in those activities which reading may help to advance. Knowledge should affect action. The degree of education, then, must be continually measured by observation of the degree of success obtained by the individual, by the family, by the community, and the larger group in their actual life activities. To the degree that the Dakota Indians in increasing numbers are themselves dealing with their individual and community problems, their educational programs may be judged effective.

<sup>2</sup>Each year the child adds to the list of responsibilities he assumes. To some extent the list is cumulative; he continues the activities of the year before while adding newer and more difficult acts.



## ANOTHER WORKSHOP

By CHESTER C. CARROTHERS

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**A**NOTHER SUMMER WORKSHOP is no educational phenomenon at this date. The workshop idea has been expanding until each summer sees new growth in the number and variety of such projects. Most of these workshops have been offered at or by the colleges for teachers or social service students, but some are instituted by forward-looking city school systems for the benefit of larger groups of teachers than can afford the expense of attendance at the college summer session. In so far as attendants at these local workshop schools are allowed credit in near-by colleges for work approved and completed, the sessions may be considered as a new phase of the college extension program.

But no matter how they may be sponsored or conducted each adheres to the fundamental idea that the assembled group is free to plan its procedures to meet its own present needs, and that each individual may participate in the group program in such a way as best enables him to find solutions for his own educational problems. To be successful under the workshop plan each student must have a problem (or several), must assume full responsibility for a solution which satisfies him (not some instructor in a "course") as to its practicality, and must share his findings with others similarly engaged and who may derive benefit therefrom. Other features of operation in each plan attempted will stem from these basic characteristics. Thus a workshop copied either in administration or method of study from

some other such enterprise loses its significance, if not most of its educational value.

It is possible, however, to note what is being attempted and how this is organized in a wide variety of workshops as a guide to what may be expected or avoided in any given situation. All such endeavors need not make the same mistakes, and successes in one set of circumstances are always suggestive of modified aims elsewhere. So the first summer education workshop at Oklahoma A. & M. College is worth reporting as a venture in making an educational program richer in meeting the needs of teachers in Oklahoma.

In all there were fifty-two students enrolled in the 1940 summer workshop, all from the school systems of Oklahoma. These fifty-two students were distributed in the subject-matter groups of English, social studies, science, mathematics, industrial arts, trades and industries, home economics and elementary education with a faculty group adviser for each. These groupings also included several students interested primarily in problems of supervision. One section of a convenient building was reserved for all group meetings and assemblies. In this building a special library was set up to include books used most often by the workshop. Publishers were invited to send displays of new texts, maps, pamphlets, and other materials for use. The main library was, of course, available for all members at all times.

Group meetings were held each afternoon for the various kinds of work being done. General assemblies came two or three times weekly, at which general objectives and plans were discussed, lectures and forums were held on controversial educational issues, and reports were received from the various work groups. A mimeographed bulletin of announcements was compiled twice each week and distributed at these general sessions. Group faculty leaders were available for individual conferences at all times by appointment. Many instructors not regularly employed for workshop service also gave freely of their time as individual or group conferees or as participants in the scheduled forum discussions. Each organized group sent its elected representative once each week to a planning conference which discussed progress being made, received suggestions, and organized the program for the following sessions. Special committees also were delegated by the planning conferences to arrange specific programs or projects, such as selection of personnel for forum panels, preparation of evaluation forms, or arrangement of social meetings.

Luncheons were held each Monday and Wednesday, to which all were invited, and which were generally well attended. A picnic was held during the second week and a banquet, with nearly 100 guests enjoying piles of fried chicken with all the trimmings, concluded the summer workshop sessions. In addition, each Thursday evening of the nine weeks' term was given over to games and other social activities. Thus the work and play of our first summer workshop were carried on.

In this as in other workshops certain unique features and results were obtained which we shall list as four in number. 1. The staff of the workshop was manned almost entirely by members of the faculty and a neighboring city school system. Only one of these leaders had active experience in a previous workshop endeavor. Some time seemed to be wasted during the first week or two because the director, group advisers, and students were all feeling their way cautiously in working out their whole workshop program. A few became somewhat impatient; but it was truly a cooperative venture with wishes made known and advice freely given and received. Staff members were thoroughly familiar with the needs of the schools of the state and with the type and training of enrollees in the workshop. This spirit of understanding and wholehearted cooperation made the work done by individuals and groups of real significance for improving actual teaching practices within the schools represented.

2. All of the fifty-two students enrolled were residents of Oklahoma—practically all were teachers and supervisors in active service within the state. Many of them attended at the invitation of their local administration to work on specific problems affecting their local school situations. No effort was made to attract students from outside the state borders. Thus all work and the entire attention of staff members was directed toward situations where actual classroom procedure is in need of improvement. Oklahoma's college is concerned with vital Oklahoma problems.



3. The college schedule was arranged so that students might enroll for courses offered outside the workshop program. Most group workshop activities were scheduled in the afternoon, leaving the morning free for other classes. Thus students were able to round out course work previously planned or to take scheduled courses of especial personal interest. Instructors had charge also of one or two scheduled courses or activities in the School of Education. This interchange of responsibilities was calculated to permeate the whole school with the leaven of workshop procedure and importance. Nearly every student in these scheduled courses went back to his own school job with definitely formulated plans—made under critical supervision—for changes in his classroom or supervisory procedure, whether enrolled in the workshop or not.

However, this intermixture of courses and workshop problems was not an unmixed blessing. Students in the same workshop groups were enrolled for differing amounts of credit and were not free to give equal effort to the problems which had been undertaken. Thus the maximum benefits of discussion and achievement could not be interchanged; and some attention was diverted from the main purposes of the workshop method. The time available for group meetings was restricted also, and it was often difficult to arrange individual conferences or committee meetings with staff members. On account of these difficulties students voted (in the evaluation questionnaire) not to continue the hybrid organization in subsequent workshops. Plans are already under

consideration to preserve the advantages mentioned above in another manner.

4. The fourth unique feature of the workshop came through cooperation with the State Department of Public Instruction. This opportunity for coordinated effort came as the State Director of Curriculum was making plans for a state-wide program of curriculum study and revision to begin during the current school year. Under his leadership the whole workshop was organized into committees to consider the various phases of two main curriculum problems: (1) "What are Oklahoma's acute social problems?" and (2) "What kind of schools will best meet Oklahoma's needs?" These committees—some fifteen in number—cut directly across subject-matter group lines, with every member of the workshop serving on two or three committees at various times throughout the summer. Committees prepared written reports on the varied aspects of the above main problems, which were used by the Director of Curriculum in preparing a study bulletin for use by teacher-and-supervisor groups throughout the state as they undertake the broad task of state-wide curriculum revision.

Real benefit was derived from this workshop attack on Oklahoma curriculum needs. Students were brought to see the whole broad area of educational problems and their relation to essential curriculum unity; that the value of any part of the school curriculum depends on its place in the whole well-rounded plan for education of girls and boys. Thus they were constrained to seek solutions for their specific or small-group problems in the light of



these larger educational values and purposes.

In the second place, membership on the state curriculum revision committees produced a continual intermixture of subject-matter interests. Such acknowledgment of the importance of correlation with other subject-matter viewpoints is difficult to get in first-workshop groups where each is still intent on the independent promotion of its own subject-matter area. Thus there was an immediate tendency toward a wholesome breakdown of traditional subject-matter barriers, as work was being planned for later use in Oklahoma classrooms. The summer workshop laboratory should continue to be a factor in giving impetus and direction to such a state revision program.

Finally, an effort was made to get an evaluation both of work accomplished by each student and of the operation of the workshop. A special committee prepared an extensive questionnaire form (114 items) covering all phases of the workshop activities.

These questionnaires were turned in unsigned by nearly every workshop member. Members were urged to be critical and to supplement their replies with more detailed comments.

The summary shows that an almost unanimous endorsement of their summer's work as the most profitable similar period of study they had ever experienced, with a desire to "go on from here next summer." There were suggestions for orienting new enrollees more quickly than was done in this first attempt without interfering with the progress of those who will return for a second workshop program. A good number of proposals for changes in administration will be of great help in the preliminary planning for next summer's workshop activities. Not all was accomplished which was envisioned at the beginning, but it seems impossible that this first workshop program should miss fire in giving a new vitality to the work being done in an increasing number of elementary and secondary schools throughout Oklahoma.



## FUNCTIONAL GEOMETRY

By HAROLD D. ATEN

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"THERE IS NOT ONE science, but sciences all of the same nature, all utilizing a method which is rigorously unique—to wit, the scientific method. Of this geometry furnishes the perfect type." (Rueff: From the Physical to the Social Sciences.)

Functional geometry as taught in University High School at Oakland is an attempt to insure that the student will become aware of this method and use it naturally outside the classroom. It is neither a *new* nor a *different* kind of geometry in its essentials; it hopes to be a *better way* of teaching geometry by carrying over the geometry taught into the affairs of life. Functional, in the educational connotation here employed, refers to that which is *used*. Not the geometric content, but rather the approach to this content has been redirected; there is no dilution, and the course may be considered easier only in the sense that better motivation inheres in the method of study, as one's geometry experience becomes identified with his general thinking and intelligent living.

The geometric content has been given many different twists and emphases. Concentrating upon the artistic implications, we have never quite been able to get rid of a feeling that they are perhaps secondary only, and much better taught in drawing, or in art. If the practical mensuration aspect is stressed, there is some misgiving, or outright hypocrisy, about the practical outlets that can be really found for the learning involved.

There remains geometry as an implement of thinking. What of the contribution which the subject matter may give in the matter of inducing thinking to proceed upon straight paths? Although teachers have long been aware of the validity of this objective, the psychological principles which are necessarily implied have never been fully recognized or adequately explored. Realities which existed only in the mind of the master who first wove them into a logical whole contain learning situations today primarily because of the *method* used to discover and verify new truth. Geometric content is to be functionalized by bringing its technique into play in thinking through the problems of life.

After this general idea was explained, the details of the organization of the courses were worked out leisurely with classes as they proceeded. There was no compelling purpose of getting speedy results. At the outset, we tried to make it very plain that all the fundamental skills of geometry were being taught to a satisfactory degree of mastery. The exigent non-geometric material was to enrich, and not to displace, former content. The good mathematics was there *in toto*, in spite of such misgivings as typified by that of the counselor who asked to be informed just how much of the geometry "dropped out when the thinking came in."

Two ideas have stood out prominently in the reorganization of the content with the four classes con-

cerned: first, maximum use was made of the *discovery* method in learning new truth; secondly, the kinds of thinking used in geometry were applied at the same time to thinking in *non-geometric* ways.

The justification of the first of these principles derives from the psychology of association which defines the value of an educative experience as a direct function of its depth. It is empirically found by the teacher who inspires the crew to help steer the ship. This depth of a learning experience is closely connected with the personalization of the stimulus provided. The teacher who has experienced the thrill which the student finds in his proprietorship of truth which he has discovered for himself will never teach geometry in any other way.

The inclusion and use of non-geometric material is soundly based in fact. For, after all, is it not in the medium of thinking about non-geometric things, that the improved efficiency represented by the new learning is to function, if at all? Euclid's imaginative world, twenty-six centuries old, does not describe physical relations which we now know exist. Nor can we expand his horizon if we circumscribe the student's right to explore and discover relations that may yet be found to exist. That the first great structure of if-then thinking was built upon false assumptions does not negate its import as a mode of thought. The true purpose and the method for geometry must be sought in identifying the method of if-then thinking in geometry with its use in non-geometrical experiences. Here the teacher must build a bridge—across from geometry into life; up to the bridge

he will lead the student, and over it, when the structure is complete; finally, he will make the bridge itself disappear when its purposes dissolve as the unity of experience it was built to achieve becomes a *fait accompli*.

Used first more or less as window dressing, more and more social and economic material bearing directly upon geometric learning has accumulated. At the start there was merely the compelling urge to let no day pass without some legitimate diversion from the day's theorem. Later it was found possible to reorganize the learning involved on the basis, not of spatial concepts, but in accord with the contributions they made to rigorous thought. After thus gingerly taking some first faltering liberties with Euclid's time-honored sequence of theorems, the idea occurred that the sequence of theorems must be refitted into a teachable pattern of logical reasoning. This foolish idea was so persistent that we finally broke off rather completely from a sequence in geometry which has, since the writing of *The Elements* been traditional, for lo! these many years.

What specific adaptations of content and procedure have been made? The following, among others, have seemed worth while, and have accordingly been put into practice:

1. The superposition proofs are entirely displaced. Where inductive or deductive proof did not seem feasible, the necessary principles are discovered by the student, stated, and postulated forthwith.

2. Geometric constructions, involving the use of straightedge and compasses, are rearranged so as to follow the understanding of the principles

upon which each construction depends. This is done to anticipate invalid assumptions of unproved relationships, and to make sure that these very restricted drawing instruments serve the role for which they are properly fitted only: testing the comprehension of relationships in space.

3. There are no axioms or postulates to be memorized. The words themselves have been deleted from the vocabulary of the subject, the student accepting self-evident truth in geometry, as in life, or not accepting it, as he likes, as assumptions.

4. The student may, or may not, use a text. In practice, few find it to their profit to do so. In lieu of a text the student keeps a notebook listing, in his own words, the assumptions the class has agreed upon, definitions of terms used, theorems proved, and general principles found and stated.

5. The nature of proof is emphasized and explained. Examples of correct and incorrect reasoning are examined and explained. Logical reasoning is no longer the side show, but has become the circus.

6. Under the arrangement followed flexibility inheres throughout, as the student discovers and proves what he can. While the same given data may be given to an entire group, there is no intention that all will find the same results from it. A problem may be interpreted by several different students, each according to his lights, and the findings will be reported to the class, and accepted by the teacher, with what grace he may. Thus each is eager to find what he can; others

are curious to see what someone else did with the same problem.

7. Figures for proofs evolve with the proofs. Lines are added as required, and as their purpose becomes apparent.

8. A unitary plan is used in the organization of content. The units are based upon certain areas involved in thinking, and drawing logical conclusions rather than upon the forms and characteristics of geometric figures. While this reorganization involved many changes from Euclid's sequence, there were only two specific cases where new proofs had to be made because the needed reasons had not yet been proved.

The following eleven units were included in the course in functional geometry: (1) Four Kinds of Thinking; (2) The Discovery of Truth; (3) Steps and Reason in Proof; (4) Building the Deductive Chain; (5) Analysis: The Starting Point in Proof; (6) Indirect Proof; (7) Propositions and Their Converses; (8) Inductive Reasoning; (9) Necessary and Sufficient Conditions of Proof; (10) Related Distances in Space; and (11) Proof by the Theory of Limits.

In conducting the classes of the experimental group most attention was given to the stimulating of interest in geometry. In this respect, the results were very heartening, in so far as objective, unbiased response could be had. Spontaneous effort and happiness in doing the tasks have been patent throughout, and seem to indicate sufficient reward for one who would undertake as difficult a task.

## SHORT ARTICLES

### THE SOCIAL STUDIES IN MARYLAND'S ELEMENTARY SCHOOLS

By I. Jewell Simpson  
Assistant State Superintendent of Education

THE STATE DEPARTMENT of Education in Maryland has just published what Superintendent Albert S. Cook in a foreword calls the "results of a cooperative state-wide survey of the elementary curriculum in the social studies field" in the form of two curricular bulletins, one at primary grade levels, the other at intermediate grade levels. The bulletins are titled *Living in a World of Change and Progress*.

After fairly widespread agreement throughout the state on the underlying philosophy and purposes of a social studies program, with its framework, suggestive setup, sequence, and plan, the various "counties" chose the area or areas in which they would like to work. Participation by the teachers under guidance of the elementary school supervisors was secured in various ways: teachers studied the local community as a laboratory for developing social understandings; teachers studied and discussed questions and problems contained in an *Orientation Study Guide* issued by the state department; committees of teachers prepared units and parts of units; individual teachers prepared units and parts of units; teachers prepared evaluation exercises and suggestions for evaluation; teachers tried out units from various counties and criticized them; teachers studied the units critically at group meetings; teachers wrote constructive criticisms to the state department.

*Basic Social Ideas.* As criteria for the selection of content for social studies units, the following basic social ideas were formulated: (1) Men work to supply the necessities of life—shelter, food, and clothing. (2) Men work not only to acquire the necessities of life, but to achieve a life that is richer and more satisfying. (3) Interdependence among peoples is furthered by transportation and communication. (4) Men form social groups, organizing and governing groups, to aid in making life more comfortable, more enjoyable, and secure. (5) The development, conservation, and wise use of natural resources—human and nonhuman—depend upon intelligent interest and personal responsibility. (6) Man progresses by adjusting knowledge to changing conditions through education, investigation, and invention.

*Sequence of Learning Experiences.* The selection and organization of social studies materials into sequential units for teaching purposes was guided (1) by the purposes of the social studies as listed in the Fourteenth Yearbook of the Department of Superintendence; (2) by the foregoing basic social ideas; (3) by the levels of child development; and (4) by the psychology of the learning process.

The material of the two bulletins is organized in thirty-three units distributed among six grades as follows:

*Living together* (first-grade level)—how members of a family live together at home; how children live and work together at school; how we live and work together in the community.

*Living in our own community* (second-grade level)—how we secure food; how we secure clothing; how we keep safe and well; how we keep in touch with other communities; how we enjoy ourselves; how the Indians live—a community of red men.

*Living in faraway communities* (third-grade level)—how people on a tropical island solve their problems of living; how conditions in a cold northern land affect ways of living (Herder Lapps); how conditions in a warm desert region affect ways of living (Bedouin Arabs); how people in the Far East solve their problems of living (Chinese); how people in a lowland region by the sea solve their problems of living (Dutch); how people in an inland mountainous region solve their problems of living (Swiss).

*Living long ago in the Old World* (fourth-grade level)—how the earliest people lived; why Egypt is called the "cradle of civilization"; how people in the valley of two rivers learned better ways of living; why the Greeks are called the "teachers of the world"; how the Romans contributed to our ways of living; how people of the Middle Ages found new ways of living.

*Living in the United States* (fifth-grade level)—how Europeans found homes in a New World; how people lived in colonial Maryland; how people in Maryland live today; how people found new homes in the West; how people in various regions of the United States solve their problems of living; how people are solving their problems of living in the neighboring countries of Mexico and Canada.

*Living in a changing world* (sixth-grade level)—how discovery and exploration are continually changing our

ways of living; how science and invention have changed the pattern of living; how the growth of communities into cities brought new problems of living; how beauty enriches our lives; how the conservation of natural resources enriches our ways of living; how our government—a cooperative enterprise—is continually helping to solve our problems of living.

*Content of Units.* An overview of the year's work showing its place in the sequence of learning experiences planned for the elementary school precedes the units at each grade level. These overviews all focus attention on the child's social development—on the school as an "experience in living." The overviews contain suggestions for texts which will be helpful throughout the year.

The units are set up in fairly uniform fashion with (1) things to understand—several statements of important ideas or insights designed to guide the teaching and serve somewhat as a check on the outcome; (2) things to do and to talk about—suggestions designed to guide observation, activities, and discussion; (3) suggestions for evaluation; and (4) references for the use of pupils and teachers.

*Making Learning Concrete and Purposeful.* With the idea of promoting concrete and purposeful learning, teachers and supervisors are urged to study carefully six short chapters in the bulletin, entitled: (1) The Social Studies Program in Maryland; (2) Development of Social Understandings; (3) Use of Materials of Instruction in the Social Studies Workshop; (4) Significance of Activities in the Social Studies Program; (5) Experience Through Visual Aids; and (6) New



Directions in Evaluation. These chapters were written by supervisors who work in different sections of the state.

*Characteristics of the Social Studies Program.* Quoting from the bulletin:

"The social studies program was envisioned with high ideals in mind. Its preparation represents many hours of work by many teachers and supervisors throughout the state. Some of the characteristics of the program are as follows: (1) It emphasizes the development of children as of paramount importance—growth through behavior, learning through experience. (2) It is built around significant social understandings, insights, and appreciations. (3) It emphasizes democratic ideals and practices; group cooperation; and individual responsibility. (4) It aims for accuracy in scholarship. (5) It retains the chronological sequence of history. (6) It is not a textbook course, but it encourages the use of many texts, of many reference books, and of widely different kinds of reading material. (7) It is not a core curriculum; but it is one type of fusion.

"The units include materials in the related fields of history, geography, government, economics, and sociology. It makes no claim to being 'right.' It is, however, a next step for most of the counties. It is not to be imposed on any county, but for many of them it will probably serve for a while as the social studies course; it will, it is hoped, fit flexibly and helpfully into courses of study now in use in some counties; perhaps, serve somewhat as a basis for future curriculum revision in all the counties."

# THE OKLAHOMA STATE CURRICULUM PROGRAM

By E. E. Brown

Director of Curriculum Division, Oklahoma State Department of Education

IN RECENT MONTHS the Oklahoma State Curriculum Program has embarked upon a period of more intensified effort. Two state-wide planning conferences, each of two days' duration, were held in the spring of 1940. Workshop groups at both Oklahoma University and Oklahoma Agricultural and Mechanical College spent eight weeks during the summer of 1940 on the development of a study bulletin. Committees aggregating a total of more than 200 people have given consideration to the problems of Oklahoma schools and to the problems of contemporary life, which are considered in the new study bulletin.

The writing committees for this bulletin gave full weight to the many implications of the position that the schools should turn out people who can get along in the world. For instance, they gave thought to needed changes to be brought about in the world as well as to needed changes of children and youth to enable them to live successfully in the world. They considered ways to bring about needed changes.

The changes and improvements implied by the nature of the problems to be solved involve large numbers of people and many groups. If these changes are to be brought about democratically and so that they are assured the necessary permanence, all the groups concerned should study about them in advance, arrive at agreements about them, and participate in plans for inaugurating them.



The first year will be devoted essentially to study and planning in which most of the school people in the state will participate. Indeed, lay groups will also have a part in study and planning. The later phases of the planned changes will develop one by one, but it is thought that study and planning will continue to be important in the Oklahoma curriculum program.

What steps shall be taken after the period of state-wide study? The answer to this question is, of course, in the hands of the study groups. They will decide what next. However, a suggested line of action outlining possibilities for future years may properly be proposed at this time.

Within a year a rich volume of material suitable for publication in a bulletin dealing with exploratory work should be produced. The workshop groups at the graduate schools and perhaps at other study centers in the state in the summer of 1941 should devote systematic efforts to production of materials to be published in a "Guide to Exploratory Work in the Curriculum." As study of this bulletin develops, it should stimulate two types of organized activity of a survey and evaluative nature.

First, the study of Oklahoma problems should stimulate interest in study of the same problem areas on a smaller, but more definite scale. Local study groups will doubtless become interested in study of the local community, for the purpose of discovering material that should receive attention both in curriculum plans and in general community plans.

There is now under way under the sponsorship of the Curriculum Division of the State Department of Edu-

cation with the assistance of the Professional and Service Division of the W. P. A., a survey of each of the communities of Oklahoma. Within a year the partial surveys should be available, and it would be reasonable to plan for widespread community study as a phase of the second and third year of the state curriculum program. A "Guide to Community Survey" should be developed as a companion to the partial survey reports. This bulletin should likewise stimulate systematic survey of local schools to determine what is being done, what could be done with resources available and what should be done in light of the needs revealed by community survey. A "Guide to Curriculum Survey and Evaluation" should also be built.

The local survey activities with their ramifications will set up local areas of vigorous activity drawing their energy in part from the velocity of the main stream of the state-wide program. Meanwhile the main state program should travel on through the third and fourth years with cooperative attack on such problems as the scope and sequence of the core curriculum, the proper reorganization of the secondary program in order to give it a more functional quality, the relation of vocational education to general education in the upper secondary levels, etc. Appropriate *guides* should come out of these state-wide enterprises.

Evaluation should evolve early in the program and continue to increase in importance until it has the center of attention for at least a year, perhaps the fourth or fifth.

In summary, a program of four or five years of curriculum development in the state is suggested above as clear-

ly as is probably safe at the outset. The program includes: (1) a period emphasizing study and policy making; (2) a period emphasizing exploration; (3) a period emphasizing survey; (4) a period emphasizing organization problems, scope and sequence, and continued experimentation; (5) a period emphasizing evaluation.

No sharp sequence of activities is implied. Exploration should begin before study has progressed very far. Survey and exploration and local production will all be under way while study is still dominant. Evaluation will go on all the time, but should probably play its part in the center of the stage at a late point in the long-term program. A fair balance between a specific local program of curriculum development in counties and cities of the state and a state-wide cooperative program will be constantly maintained.

Such a job as is outlined above will not be finished in five years. If it goes as it should for five years, it will have its greatest momentum at the end of that time. Changes will still be going on in the world and new problems to which the curriculum must be adjusted will have arisen. New people will have come into the schools to teach who will have to be inducted and adjusted to the program. Curriculum development should have established itself thoroughly in Oklahoma by the end of five years as a continuous process by which education keeps itself adjusted to the needs of the growing youth and the emerging social order.

#### CURRICULUM DEVELOPMENT IN THE STATE OF OHIO

By Walter L. Collins  
Director, Division of Instruction

OHIO DOES NOT prescribe a state-wide course of study for either the elementary or the secondary school. It does, however, provide the basic principles upon which curriculum development may be based. It is left to the administration of the several city and county school systems to develop the details of the curriculum. The State Department is now engaged in a state-wide cooperative project, the purpose of which is to provide the bases upon which a course of study for the elementary schools may be constructed. This work is being carried on under the leadership of the State Department of Education by numerous committees whose membership consists of professors in colleges of education, superintendents, principals, and elementary classroom teachers. There are four distinct steps involved in the development of the curriculum: statement of general principles underlying the development; presentation of criteria for the selection and guidance of developmental experiences; the developmental experiences; and the experimental phases.

To date, three bulletins have been issued covering the first three steps, respectively. Bulletin I sets forth the ends of the elementary school, indicates the current directions in education, suggests the development of the curriculum by "areas," and establishes criteria by which the units of the curriculum may be assembled.

Bulletin II establishes the criteria for the selection of the developmental experiences through the media of some

twelve general statements based upon the characteristics of the growing child at the several maturation levels. Three maturation levels are recognized; namely, growing toward eight-year oldness, growing toward ten-year oldness, and growing toward twelve-year oldness.

Bulletin III consists of the material which served as the subject of study and the bases of activity in several workshops on curriculum building conducted by teacher-training institutions in the state during the summer. Through the workshops came the organization and grouping of experiences pertinent to the several maturation levels in the elementary schools. Guidance outlines to be placed in the hands of the teachers have been developed as a supplementary outgrowth of the workshop experience. Several school systems which have volunteered to serve as laboratory centers are now getting a process of experimentation and evaluation under way.

Bulletin IV will consist of a body of tested units or activities which will serve as guides for a state-wide co-operative effort of pupils and teachers. At no point in the continuous development and evaluation of the curricular experiences will participation become mandatory upon any school system in the state.

Materials and methods in subject-matter areas are being refined constantly by committees of state-wide membership. The Committee on Art Education for the Elementary Schools of Ohio has just published a Teachers Handbook with its accompanying service material. The handbook and service material constitute a unit which is now ready for distribution and which eventually will be placed

in the hands of every elementary teacher in the state.

#### CURRICULUM IMPROVEMENT IN UTAH

By Burton K. Farnsworth

and

Jennie Campbell

Utah State Department of Education

THE STATE OF UTAH is moving forward on several fronts. Staff members in the State Department are charged with the curriculum development in their several fields. That is, the Director of Elementary Education sponsors curriculum work on the elementary level. The Director of Secondary Education directs curriculum development on the secondary level, except in those divisions in which there are specially appointed directors; in which fields these specialists are responsible for such leadership.

Fields in which special supervisors are appointed are: (1) Physical Education and Health, (2) Home Economics, (3) Agriculture, and (4) Industrial Arts and allied vocational work.

Fields in which the Director of Secondary Education is held responsible, through grades seven to twelve, include: (1) Language Arts, meaning English and Speech; (2) Social Studies, a series for grades 7, 8, 9; (3) Science, including biology, chemistry, physics for the senior grades.

Secondary fields, for which we have made adoptions, but not courses of study, include music, the fine arts, foreign languages, commerce, and some of the more specialized sciences, as botany, zoology, geology, and psychology, all of which are taught in some of the larger high schools.

State adoptions are for a four-year term. The subjects for which adoptions are made are classified into four fields, one field being adopted each year. For example, in 1945<sup>1</sup> all Language Arts courses, including reading, will be adopted for four years. In 1946, all sciences; in 1947, all the social study texts; and in 1948, the arts and vocational subjects and commerce.

The adoption takes place in the spring and the entire year preceding the adoption is spent revising the courses for which adoptions are to be made, and selecting appropriate texts and other teaching materials.

A more detailed picture of revision on a state-wide basis may be seen from our procedure this year in the sciences. Even before school began in the fall, a committee was selected, representing teachers and supervisors in both junior and senior high school science. Some members were selected from junior and senior colleges to be a part of the committee to make for smoother articulation between the various branches of the public school system.

After a meeting in which this representative committee agreed on the grade placement of subject matter and a general pattern to be followed by subcommittees, the general committee was divided into four special committees, one for the three junior high school grades; one for biology, which was assigned to the tenth grade; one for chemistry for the eleventh grade; and one for physics for the twelfth grade. It was understood that the eleventh and twelfth grades may interchange or combine.

<sup>1</sup>Nineteen hundred forty-five is used because between now (1940 and 1945) a period of adjustment is necessary, since we are changing from a six-year adoption to a four-year adoption.

The four committees meet separately, under the direction of the State Director of Secondary Education, on Saturdays or at other times convenient to the committee members and work on their particular course.

The pattern for these secondary courses is substantially as follows: 1. a desirable list of units is agreed upon; 2. a brief, clear statement of purpose for teaching each unit is developed; 3. a list of terse generalizations or basic principles, or statement of understanding desired is made; 4. a brief outline of content material is prepared; 5. activities: things to do, by the teacher and by the student, are listed; 6. references from all adopted texts and some other supplementary references are compiled.

When the course gets to this stage of preparation, it is mimeographed and sent to every Superintendent of Schools, high school principal, and teachers of the particular subject within the state for further study and criticism. After a period—two to four weeks—a series of conferences is held in convenient centers, to which all these interested people are invited and the course is gone through, as completely as time will allow, for further improvement and criticism. It is then referred back to the special committee for refinement as finally agreed upon and is sent to the State Official Course of Study Committee for consideration and approval. This official State Course of Study Committee is created by law, and under present practices, acts largely as an evaluating committee of the work prepared by other committees.

The procedure in elementary education is somewhat different. The cur-

riculum development in elementary education has been an attempt to combine the thinking of all elementary school workers throughout the state. The State Elementary Curriculum Committee, appointed by the State Superintendent, has acted as a steering group. All school districts have been encouraged to set up study groups. The study has been in progress for the past two years.

The first year a study was made of trends in education. Last year a statement of the objectives of the Utah Elementary Schools was formulated. Teachers' study groups in the majority of the districts and in the three teacher-training institutions of the State prepared statements of objectives. These were compiled by the central committee.

The purpose of this year's work is to bring theory and practice closer together. Teacher study groups throughout the State have been invited to study the following problems: 1. make a study of the State Objectives so as to approve them or recommend changes, also to determine their meaning in terms of actual school experiences; 2. make a survey of the local environment to determine educative possibilities; 3. collect descriptions of school experiences and evaluate these in terms of our objectives; 4. determine the way in which subject-matter fields contribute to experiences.

The means that have been used to stimulate and direct the study have been: 1. a State Supervisory Conference held early in the fall where superintendents, supervisors, principals, and a few teachers discuss the year's plan and receive help from some national expert; 2. regional conferences where

the elementary school workers of two to six districts meet to exchange experiences; 3. discussion groups organized within the majority of the districts to prepare for regional conferences and make their contribution to the State program.

#### CURRICULUM ACTIVITIES OF STATE DEPARTMENTS<sup>1</sup>

*Program for Curriculum Improvement in Georgia.* The curriculum revision program in the State of Georgia is known as the Georgia Program for the Improvement of Instruction. Since 1934 this program has continued to operate through committees of laymen and school people.

There has been no attempt, and likely there will not be, to publish a general course of study. Instead, the various committees will publish from time to time bulletins dealing with certification problems of curriculum improvement. In January, 1940, a committee known as the Advisory Committee on Teacher Education and Curriculum made application and received a grant for substantial aid from the National Commission on Teacher Education for a study of teacher education and curriculum on a state-wide basis.

During the past year, a committee has been actively engaged in study on a problem of health education. This committee is composed of physicians, representatives of the State Department of Health, college teachers, and teachers in the public schools. It is planned to have a suggested course of study in health education published by May, 1941. Some of the basic be-

<sup>1</sup>Longer reports from various state departments will appear in forthcoming issues of the Curriculum Journal.

liefs in health education as stated by this committee are:

1. Health education should have a fully recognized place and be a vital part of the Georgia school curriculum for all children regardless of grade placement.
2. Health education should be an integrative program with each teacher responsible for presenting favorable health concepts in respect to:
  - a. Her personal appearance, manner, voice, and personality.
  - b. The emotional tone of her classroom and her handling of each daily health situation that arises.
3. While each teacher must be a teacher of health education, a health education program in Georgia may best function when responsibility for the development of the program is placed with those in the school who have adequate training for directing the activities.
4. Health education must be compatible with and contribute toward the aims of general education.
5. Health education is an integrative program which should provide fundamental experiences in health instruction, safety, physical education, and recreation.
6. Health education is concerned with the development of the whole child, physical, mental, emotional, and social.
7. Health education should be based upon the individual needs, interests, and purposes of the learner.
8. Health education consists of a series of experiences for learners under teacher guidance and not of subject-matter-set-up-in-advance to be taught.
9. Health education aims to guide the learner to become increasingly self-directing in adjusting to new and unpredictable health situations.
10. Health education should be based upon and evaluated upon improved attitudes and practices related to scientific knowledge.
11. The School Health Education Program should be flexible and should aid in the guiding of cooperation in community health activities.
12. The School Health Education Program must be concerned with the health of all the people in the community in which the school serves.
13. The School Health Education Program should make use of health services in: determining the health status of the child; enlisting the cooperation of the child in health protection and maintenance; notifying parents concerning the health status of the child; controlling the spread of disease; securing the correction of remediable defects; promoting community responsibilities in respect to health services.
14. The Health Education Program should provide experiences to aid the individual in knowing how to evaluate health services to the end that he will be able to select his own medical service.
15. Health Education is largely a way of living for children, youth, and adults in the community in which they live.



*Curricular Activities in Minnesota.*

The Minnesota State Department of Education has been severely handicapped in recent years in its effort to improve the curriculum of the schools due to failure of the Legislature to appropriate funds for printing curricular materials. The only such appropriation was a sum provided by the 1937 session for a bulletin on Cooperatives. This was prepared and distributed in 1938 and a supplement for the rural elementary schools was distributed in 1939. The Department of Education is requesting an appropriation of fifteen thousand dollars for each of the next two years to be made available for curriculum revision.

The State Department of Education has recently cooperated with the State Department of Conservation in the publication of a fifty-six-page bulletin on the study of conservation prepared by Dr. George W. Friedrich, Professor of Biology and Conservation, State Teachers College, St. Cloud, Minnesota. The bulletin was prepared for use by teachers and suggests methods of incorporating conservation units in various school subjects and activities. At the present time a committee is preparing a series of health units, some of which are being used on experimental basis in selected schools throughout the State.

During the school years 1937-38 and 1938-39 the Department of Education organized and supervised approximately eighty demonstration centers in the rural ungraded schools of the State. The object of these schools was to demonstrate adaptations of the curriculum to the activity type of teaching. Most of these schools and many others are carrying on similar

programs at the present time, but the department has been forced to discontinue any active supervision of them due to lack of funds. The Rural School Division has also been sponsoring the establishment of a more flexible daily program for rural schools to permit more curricular adaptations.

The State of Minnesota under contract with the Office of Indian Affairs, Department of the Interior, is responsible for supervision and financial support of approximately forty schools which enroll Indian children living on tax-exempt land. These schools have been encouraged to modify their curriculum in accordance with the needs of the local community. No two of these schools are operating identical programs. Each is making considerable curricular changes. Many of the teachers in these schools are employed on a twelve-month basis in order that they may work during the summer months with Indian children and adults in such areas as home gardening, recreation, summer camps, and other activities. The improvement of economic well-being in these Indian groups is one of the major objectives of this program and definite results are being achieved, especially by the summer programs. Since the amount of aid available to these districts depends in part on the cost of the type of program maintained, it has been possible to secure wider changes in these schools than are possible in similar schools operated entirely by local school boards.

*Remedial Reading in the Junior High Schools of Wyoming.* An attempt has been made to improve or broaden the curriculum of the secondary schools

of Wyoming by establishing a remedial reading program under the direction of the State Department of Education in certain high schools where the need for such is particularly evident. Such a program is still in the experimental stage, as it is being tried out first in a typical high school of the State to determine its success or failure. This course, a semester in length, is instituted in the ninth and tenth grade curriculum for those students who fall below their grade in a standardized reading test. However, the same plans could also be used in the seventh and eighth grades. No clinical measures are being used in the class nor are students included in the course whose low-grade placement is due to a mental or physical deficiency such as would prevent the student from benefiting from the simple reading guidance program. In other words, the class exists for normal children who are educationally deficient. The course for the semester's duration takes the place of the regular English class. Since at this grade level the main stress is put upon the work type of reading, certain basic skills have been developed which contribute toward better study habits of the pupil. The child's reading problem is talked over with him and his parents before the child is assigned to the class. It is hoped that the enrollment will be voluntary. Evidence obtained thus far is to the effect that upon the completion of the experiment, several Wyoming secondary schools will include such a course in their curriculum.

*Activities in Curriculum Improvement in Iowa.* The State of Iowa is at the present time engaged in the intensive

work of reorganizing the curriculum of the elementary schools. The major emphasis of the work is on the preparation of a new handbook for rural and elementary teachers of the smaller town and consolidated schools.

The work is being done under the direction of a central steering committee composed of five members. The membership is made up of two men from the state department of public instruction and one representative from the education departments of each of the three state schools of higher learning.

Work on this handbook has been divided up in order to have a number of committees working on definite areas of the course of study. The personnel of these committees is set up to include the following: one classroom teacher from rural, village or consolidated school; one person engaged in rural supervision or administration; one subject-matter expert; one member of a college staff in education. The chairman of each committee has the right to choose additional members to help on the committee, but these additional people must be approved by the central committee.

These committees are determining the scope of their area and preparing the unit outlines that will make up the content of the field. Many of the committees have duplicate membership in order to have proper integration and correlation of materials. The central committee and the chairmen of the groups in turn share the responsibility of correlating and editing the work of all the committees.

The steering committee has selected about 500 rural teachers and a sim-

ilar number of teachers in the town schools and is asking them to furnish information regarding the type of problems which they meet in their work. The results of their answers are being compiled by the extension division of the Iowa State Teachers College.

After the course of study materials have been put into their first draft, they are going to be sent to these teachers to be tried out. Critical appraisals will then be made. This trying out of the course of study will be done under the direct supervision of the county superintendents. These materials are to be ready to be put into the hands of all teachers for the opening of school in September, 1941.

*Curriculum Improvement in Delaware.* Curriculum improvement activities in the State Department of Education in Delaware in the field of elementary education have been going on for the past decade. Most of the efforts have been spent cooperatively in the study of the improvement of reading in the primary grades; in the field of social studies in Grades 1-4; and in the field of handwriting. In 1938, four curriculum bulletins entitled *Integrated Curriculum Units, Social Studies* for Grades 1-4 were published. In 1939, a revised reading bulletin relating to the curriculum in reading in the primary grades was published. In this same year three curriculum bulletins containing supplementary materials for social studies in Grades 4, 5, and 6 were compiled. This was an illustration of how all of the teachers in the intermediate grades did cooperate in submitting the details of their study with reference to the subject matter contained in the reading books

available in their particular classroom, or school library. All of the material assembled had specific reference to problems, or specific unit activities which teachers might wish to carry on in their program of integration.

In 1940, a *Curriculum Experiences* bulletin by year levels was prepared by the department staff in cooperation with the special and regular teachers in the various fields of interest. This is not a curriculum bulletin in the strictest sense. It is a statement of objectives for each year level by subjects that should culminate as a result of a successful integrated program of work. It is the check sheet used by teachers to keep them from going too far afield in the interests which grow out of the individual child's problem; or the group problem of children; or the children's own interests; or the teacher's interest in a specific area. Experimentation is now under way on the basis of the suggestions contained in *Curriculum Experiences*.

*The Curriculum Division in Texas.* For the scholastic year, 1939-1940, no funds were available for the Curriculum Division. Mr. Stigler, who had so ably directed the Curriculum Revision Movement, left the department, and the curriculum office was closed. Through the efforts of Superintendent Woods a plan was devised whereby the State Teachers Association would pay the salary of a half-time secretary and research assistant and the State Department would furnish a director to continue the work in this division. Under this arrangement, the curriculum office was again opened on March 1. The distribution of the curriculum bulletins has been cared for; leadership has been given

on problems of curriculum revision; and assistance has been rendered in the transfer from the eleven- to the twelve-year program. Due to the absence of funds, no new bulletins have been issued except Teaching Speech, which has been revised and reprinted. This has been done in cooperation with the Texas Speech Association which furnished assistance in revision, as well as financial aid. Funds are now pledged to continue the Curriculum Division until December 1, 1940, after which time we do not know what disposition will be made of this department.

*A Report from the State of Washington.* In the State of Washington more emphasis is being placed upon high school evaluations, traveling speech and reading clinics, reading symposia, public discussion groups, etc., than upon the development of new courses of study. It is true, however, that *Integrated Course of Study in Speech*, *Instructional Practices in the Intermediate Grades*, *Reading Readiness*, and other courses have had a marked effect upon educational methods and practices in the State. It should be added that the University of Washington, Central Washington College of Education, and Western Washington College of Education cooperated in the development of the above courses. The thirty-nine traveling speech clinics would not have been possible had it not been for the excellent cooperation of the Division of Speech, University of Washington. The response to these clinics has been so favorable that the Central Washington College of Education, the Eastern Washington College of Education,

and the Western Washington College of Education are developing speech departments designed to assume responsibility for speech correction in their respective districts. All institutions of higher learning and approximately 175 city superintendents, high school principals, teachers, and county superintendents of schools cooperated during the last three years in the evaluation of twenty-six Washington high schools. The emphasis upon reading has had a marked effect upon the teaching of English in high schools.

*Curriculum Improvement in North Carolina.* For two years, from 1934-1936, North Carolina conducted a state-wide curriculum program. A small grant was secured from the General Education Board which made possible effective state-wide participation. Growing out of the program were courses of study for both the elementary and secondary school. The underlying philosophy of the program was that curriculum revision is a continuous process. This means that the work which was done during those two years was not regarded in any sense as being final or complete. Certain parts of the course of study material growing out of the program were very incomplete and quite unsatisfactory. Since then two bulletins have been printed, one dealing with health and physical education and the other with the teaching of North Carolina history. At the present time a publication relating to science in the elementary school is in the hands of the printer. This will make the third publication dealing with the curriculum that has been prepared since the termination of the state-wide program.

## CURRICULUM RESEARCH

MASON, CARLETON D.—*Adaptations of Instruction to Individual Differences in the Preparation of Teachers in Normal Schools and Teachers Colleges*. New York: Teachers College, Columbia University. 1940. 279 p. \$2.50.

The general purpose of this study was "to determine the extent to which teachers colleges have adapted their instruction to the individual differences of their students, in comparison with steps taken in this direction by some of the liberal arts colleges."

The author analyzed the literature describing the plans initiated by liberal arts colleges to provide for individual study. From this analysis, he drew up a list of twenty-two specific techniques used in such colleges. He then secured the cooperation of a number of teachers colleges and submitted three questionnaire forms to them. One of these related to the administration of special plans, one was concerned with the instructional aspects involved, and one dealt with student reactions to the plans. The body of information thus secured constitutes the primary data of the study.

The general conclusion is that "the major attempts at individualization in the teachers colleges have been made through the conference, group work, the special library assignment, the term paper, laboratory work, observation-discussion, project teaching, the excursion, and option of units." Most of these were developed by specific departments or instructors rather than by the college as a whole, and most of them were used to supplement the

more formal teaching procedures. The techniques were used chiefly for remedial purposes rather than for the provision of enriched experiences for the superior students.

The present relevance of these general conclusions may be questioned somewhat, inasmuch as the study reports practices current in 1935. The importance of the study lies instead in the author's extended discussions of the techniques used, the opinions of the instructors and students concerning them, and the general implications for education which may be drawn from the experience thus reported.

CYRIL O. HOULE

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BRANDON, VERA H.—*A Study of the Attitudes of College Students in Selected Phases of Child Development*. Researches in Parent Education IV, Studies in Child Welfare. Iowa City, Iowa: University of Iowa. 1939.

The background for this study is to be found in a theoretical framework concerning the measurement of attitudes and their role in human behavior. A behavior act is said to be the product of the desires of the individual (which includes abilities, attitudes, emotional control) and the possibilities and limitations of the environment. The measurement of attitudes thus plays a part in arriving at a prediction-formula for human behavior.

The author criticizes the existing types of attitude scales on two main grounds: (1) variations in the mean-

ing of key-concepts are not considered ("church" may have different meanings for different individuals), and (2) checking statements permits a maximum of verbalizing (a subject can change his response to an item in an attitude scale by mere verbal transfer and shifting of slogans, without a corresponding transfer in meaning). The author proceeds to discuss and describe methods used in this study to overcome these two major difficulties.

This study involves the construction and use of seven attitude scales in selected phases of child development. They were designed to measure attitudes toward adopting children, the use of corporal punishment and praise as methods of control, self-expression, medical examinations, preschool education, and the amount of supervision a preschool child should receive in spending his money allowance. Two additional scales, already constructed, were also used. These measured attitudes toward fear as a means of control, and self-reliance at the preschool age level. All of these attitudes scales were administered to 650 college students and to ten highly trained persons in the field of child psychology. The deviations in direction and magnitude between the attitudes held by authorities in the different areas of attitudes and by the college students were then obtained. This provided a method for obtaining the needs of college students in the field of child development.

The next problem of the study was to measure the effectiveness of a "carefully planned" learning program in modifying attitudes. College students enrolled in child development courses served as experimental groups. Con-

trol and experimental groups were then given initial and final knowledge tests.

Significant differences between initial and final measures of knowledge and attitude in the direction of greater maturity (agreement with experts) obtained in the experimental groups, but not in the control groups. These changes in attitudes tended to have relative permanency as indicated by retests administered two years after the learning program.

The author set forth certain accepted standards for learning (interest for student, participation, zeal of teacher, etc.); listed the units of topics covered in the course; used a "combination lecture and discussion" method; utilized a preschool for student observations of children. It seems to the reviewer that studies of curriculum programs should stress and describe actual classroom practices much more thoroughly before valid and meaningful generalizations can be developed. For example, one finding of this study was a very low correlation between change of knowledge and change of attitude. (There may also be wide discrepancy between expressed attitudes and overt behavior.) Many studies show such discrepancies. But, is this an "inevitable," lawful relationship, or a result of the nature of certain teaching procedures? Perhaps, hypothetically speaking, when "knowledge" is acquired for the purpose of a grade, differences between knowledge and attitude (and perhaps behavior) should not occasion surprise, but should be expected. This inadequate analysis of the actual educative process is the only vacuum which I perceive in an otherwise excellent research.

J. S. KOUNIN  
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## REVIEWS OF CURRENT BOOKS

DIVISION OF FIELD STUDIES, INSTITUTE OF EDUCATIONAL RESEARCH, TEACHERS COLLEGE—*The Report of a survey of the Public Schools of Pittsburgh, Pennsylvania*. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 564 p. \$1.50.<sup>1</sup>

The Division of Field Studies of Teachers College, Columbia University, gives us this, a second recent survey of a large city school system in the United States. The report of the St. Louis schools issued last year is well remembered for its very vigorous and constructive suggestions. The Pittsburgh survey is, in a number of ways, similar to that of St. Louis. The study of the former's educational program is based first upon a careful appraisal of American life today with a clear presentation of the underlying social, political, and economic trends which have significance for education. Second, its findings are developed within a setting of the community problems and resources of Pittsburgh. And third, its criticisms and suggestions are very clearly based upon careful observation and evaluation. We commend this study as a significant educational report of the present year—one which should be of particular value to those in other city school systems, small as well as large, who are attempting to build curricula which will effectively meet the needs and problems of boys and girls.

The major problems which the survey staff considered are not unique with Pittsburgh. They exist in vary-

ing degrees in school systems in all parts of America. The platoon system in the elementary schools is found to represent a serious obstacle to a functional curriculum organization. The specialization of subject field teachers, the neglect of the arts by general teachers, rigidity in the courses of study, overemphasis upon information, particularly in the field of citizenship training are problems with which Doctor Strayer and his associates were concerned. The good things found are generously commended. Encouragement is given to build through strength, to make changes gradually. Experimentation is praised and cited as one of the hopeful and significant developments at work in the Pittsburgh schools. The evidence of a fundamental reorganization under way in the secondary field is reported as a most significant and promising development.

While Pittsburgh, in some respects due to industrial conditions, is a unique city, in others it is not very different from many similar large American communities. It does have unusually fine culture resources. These, the schools appear to be using to some extent. The survey staff urges better coordination with community agencies and more intensive study of these resources with a view to vitalizing greatly the learning experiences of Pittsburgh children. There probably is no city in the United States today with finer educational community resources than Pittsburgh. And, too, there is probably no city which is making the fullest possible use of its own resources.

<sup>1</sup>This review is limited to Part I, which deals with the curriculum and teaching.

To those concerned with curriculum improvement, the categories under which the Pittsburgh educational offerings are analyzed will be of interest. They are education for citizenship; education for home and family life; education in vital human resources through health education, safety, physical education, and recreation; education for self-realization through the arts, English, and music; preparation of Pittsburgh youth for work; preparation of Pittsburgh youth for college. Separate chapters are devoted to education for the exceptional and pupil guidance in the schools.

Predominant throughout the Pittsburgh survey is a challenge to curriculum workers in every community in America — the obligation to bring teaching closer to the realities of American life today and closer to boys and girls and their problems. Isolation of the school from the community, separation of the classroom from home life, and formalization of subject matter seem to be tendencies which seriously interfere with the kind of teaching and learning which we recognize today as being desirable and essential. Particularly in the field of citizenship education does there appear to be a crying need for an awakening. The New York Regents Inquiry, the Pennsylvania Study, the St. Louis Survey, the Eight-Year Study, the Policies Commission Report—these, as well as the Pittsburgh survey, point to a need for a vitalization and a reorientation of the things which we are doing in training for democratic living.

The Pittsburgh schools are good. There is no question about this. The survey staff convinces you of this fact

in many of its observations. But schools in that city, like those in many other communities in our country, are not good enough. A strong democracy demands schools which are fully integrated with the life and pattern of the communities which they serve. The challenge of this study is one which cannot be side-stepped. Pittsburgh is privileged to have this evaluation undertaken in its system. Its good, we hope, will not be confined to that one community.

WILLIAM B. BROWN  
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Los Angeles City Schools

BIGELOW, KARL W., *Chairman—The Social Studies in General Education. A Report of the Committee on the Function of the Social Studies in General Education for the Commission of Secondary School Curriculum.* New York: D. Appleton-Century Company, 1940. 401 pp. \$2.75.

This volume is a product of a committee of a commission of the Progressive Education Association. Responsibility, credit, honor, and blame are thus avoided, obscured, denied, and evaded. The Educational Policies Commission has met a similar situation in a much more forthright manner by designating the person of chief responsibility. The persons who seem to be responsible for this volume are listed at the end of the preface. They are Karl W. Bigelow, I. James Quillen, H. B. Alberty, Margaret A. Koch, Ruth Kotinsky, S. P. McCutchen, Hilda Taba, V. T. Thayer, Caroline F. Ware, Howard Wilson, and Caroline B. Zachry.

The volume is clearly and logically outlined. Chapter I discusses the role of the social studies; Chapter II describes the contemporary social scene; Chapter III describes the process of growing up in present-day society; Chapters IV, V, and VI describe the personal-social, the social-civic, and the economic relationships of youth in America; Chapter VII is devoted to the subject of personal living; Chapter VIII discusses community relationships; and Chapter IX discusses the problem of measuring the outcomes of instruction. Most of the chapters abound in specific suggestions as to how the social studies teacher may modify the curriculum and adjust his methods to meet the changed conditions. The book vigorously endorses democratic principles, forms, processes, and methods. It sounds warning notes against complacency and indifference with respect to our responsibility to teach and practice democracy.

The meaning of general education is discussed briefly and the scope and nature of the social studies is barely indicated. From this book one would conclude that the social studies are those studies which help the pupil to get on satisfactorily with his family, with his associates, and with the adult world. No one will quarrel with this desirable outcome, but the question of means is left largely in the realm of assumption or implication. The questions which are inserted from time to time do give some idea of what the committee regards as suitable means. Chapter II, describing the tensions and strains of today; Chapter III, describing the process of growing through adolescence; and Chapter VIII,

describing community relationships, deal with the obvious and repeat the commonplace. Social studies teachers who have been halfway alert during the preceding five or ten years will find them bromidic. The reviewer must admit, however, that they are well written and that they may be necessary for teachers in training and for those who have just awakened from a long pedagogical slumber.

A more serious defect is the assumption that the philosophy of this book is new and somewhat revolutionary and that only recently have we awakened to the fact that we live in a changing world. The correlative assumption that previous writers and teachers floundered in the mire of psychological ignorance and pedagogical confusion is equally lamentable and demonstrates a weakness in that social science which deals with the past. Several instances could be cited. Referring to the committee reports which appeared in the 1890's, this committee observes "A study of the past was regarded as an unquestionably adequate means of preparing for the present and future" (p. 3). Were the people of so recent a decade really so simple-minded? "... while the study of history is moving away from memorization of textbook material toward development of critical techniques and of historical understanding" (p. 6). We really are a superior generation, for no previous one ever had such ideas! "The new conception of how learning takes place . . . interests . . . motives . . . purposes . . ." (p. 319). Thus it is demonstrated verbally that we are making progress in understanding the learning process.

Again and again the committee solemnly tells teachers that the radio, rapid transportation, mass production, and social tensions have come to pass; that propaganda is rampant; and that the process of growing up is quite different from what it used to be. Whatever faults may be charged against the authors they cannot justly be charged with overestimating either the intelligence or the information of their readers. And very seriously, has the time not arrived when the Progressive Education Association, the Educational Policies Commission, the John Dewey Society, and other societies and organizations should assume that most of their readers have heard of the industrial revolution, the changing world, the concentration of population, and the alleged turmoils of adolescence?

There are few misprints and very few clumsy or cloudy sentences. Whoever served as the final stylist did a good job. The book evidences good will, noble purposes, and enthusiastic ideals. The three chapters dealing with personal-social, social-civic, and economic relationships focus attention upon materials which are designed to achieve tangible outcomes. Emphasis falls very properly upon the vital outcomes which exhibit themselves in conduct, attitudes, and understandings. While the report might well have been shorter, a little more specific in its recognition of the value of scholarship, somewhat more generous toward preceding generations of teachers, less repetitious in dealing with well-known phenomena, and a little less self-conscious of its progressiveness; it is nevertheless a worth-while review of the purposes, principles, and outcomes of the social studies, and

even experienced teachers need to be reminded of the fact that the social studies constitute only a part of the curriculum.

EDGAR B. WESLEY  
University of Minnesota

KARLIN, JULES — *Chicago: Backgrounds of Education*. Chicago, Illinois: Werkman's Book House, 1940. 448 p.

Here is a thoughtful effort to integrate a sizeable mass of research data into a fairly complete picture of our increasingly complex, industrial, and impersonal society as it ebbs and flows in the nation's second largest city. In chapter sequence, the volume starts with a definition of community, considers the urban way of life, the growth of Chicago, its spatial pattern and land uses, current community problems, the family, school, economic organizations, government in city and region, and concludes with a discussion of welfare agencies.

If this book has been written, as suggested by John A. Bartky in his *Preface*, for present and future teachers in Chicago, its usefulness will be limited by its conceptual nature and its outline form of presentation. Neither makes for easy, smooth reading. Moreover, the school is treated as just another urban institution, rather than as an integrating center for all the the data surveyed. This is not to say that the chapter on school and community is not an instructive piece of work. On the contrary, it is one of the best chapters, excelled only by certain sections of Part II on social ecology. But if the author intended a thoroughgoing "community approach to education" in Chicago, one might

expect to find a different frame of reference, an orientation rooted in democratic education and viewing things from that angle.

To one who has pounded Chicago's streets and spent some time pondering its problems, Karlin's achievement in piecing together research findings on population, natural resources, urban structure and life processes is of inestimable value. We do not usually understand that these truly community backgrounds of education and apparent limitations are, in the main, the benchmarks reached in scholarly progress toward insight and control. The many maps and figures in the book are commendable, as are also the twenty field trips, each carefully planned as to places, time, aims, and schedule.

LLOYD ALLEN COOK  
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ZACHRY, CAROLINE B.—*Emotion and Conduct in Adolescence*. New York: D. Appleton-Century Company. 1940. 563 p. \$3.00.

This book is a full account of the Study of Adolescents conducted by the Commission on Secondary School Curriculum of the Progressive Education Association. The Study, which covered the five-year period, 1934 to 1939, was planned to gain increased understanding of the adolescent and his educational needs. Techniques used included continuous observation of adolescents in public and private schools and in out-of-school situations by a staff of educators, psychologists, psychiatrists, physicians, anthropologists, sociologists, and psychiatric social workers. According to the author, who was chairman of the Study, the

volume "is addressed to high school and college teachers and to guidance workers and other specialists concerned with secondary education."

The presentation is divided into three sections as follows: (a) Changing Attitudes to the Self; (b) Changing Personal Relationships; and (c) Changing Attitudes to Basic Social Institutions. The approach in each case is through a presentation of the "life-adjustment tasks" faced by the individual in the early, the middle, and the later years of adolescence. Considerable use is made of case histories, anecdotes, and other detailed personal data collected through the Study to illustrate the concepts presented. The last chapter in each section is devoted to a discussion of the educational implications of the material and its use by the educator.

The book is here reviewed from the point of view of the administrator or teacher in the secondary school. From this viewpoint, the value of the contribution is reduced somewhat in that it appears to be written partially as a report on the Study, partially as a treatise for the special technician, and only partially as a handbook for the general practitioner. Possibly this diffusion of purpose could not be avoided, but it inevitably detracts from the decisiveness with which it serves any one of the groups. This effort at manifold service may also account for the impression of "wordiness" and the lack of conciseness at certain points.

The report undoubtedly represents one of the most comprehensive approaches to the nature and needs of adolescence yet attempted in its broad definition of the problem and its efforts to draw practical implications.

It presents a working philosophy supported by considerable information, neither of which has been too readily available or too well known to the educator. For this reason, if for no other, the book should receive wide acceptance.

There are, however, other reasons to commend it to the educator. A happy balance is reached in emphasis on the uniqueness of the individual without losing sight of the general characteristics and likenesses of adolescents. While at times they disappoint in that they do not point the way to possible solutions, the case histories and personal anecdotes support, illustrate, clarify, and enliven the ideas presented. The fundamental assumption is made that adequate treatment of adolescence grows out of the understanding cooperation of all persons associated with youth, and not merely the efforts of the specialists. The influence of the home and the parent is emphasized, though greater direct attention could be given to the responsibility of the home as contrasted with that of the school. In dealing with such topics as character and sex education, pupil participation in control, discipline, and vocational guidance, emphasis is placed on utilization of the total environment. Part II, treating with the changing relationships of the adolescent to his fellows and to adults is the best treatment of this topic the writer has read. The chapters on educational implications are pointed, practical, and stimulating. The entire treatment emphasizes the part played by the total environment in the development of the individual.

The major criticisms are two. The first has to do with a failure to dis-

tinguish clearly between fact and opinion. It is difficult, therefore, in reading the book to determine which of the statements rest directly upon analysis of information collected in the Study, and which represent opinions of the writer which may not be supported so clearly by such data. In fact, it would seem worth while in a report such as this to describe more completely the nature and source of the data which were used as a base for the generalizations. Possibly some later and more critical report is to include such statements.

The second criticism has to do with the impression one might secure in reading especially Part I, *Changing Attitudes to the Self*. If he does not know better as a result of other study or previous experience with youth, he is likely to be unduly saddened by the realization that all children must inevitably pass through this "baptism of fire" which is called adolescence. Most adolescents are not in reality the worried, repressed, fearful, maladjusted, and neurotic creatures which we are sure the author did not mean to portray as the youth of today, but which might well be the picture visualized by the novice in reading this section of the book. There is some danger that the reader might be led to forget the happiness, the zestful appetites, the carefree joys, and the intense love of life which characterize the great majority of those who are passing through this period and which accompany, in most cases, the stresses and strains also characteristic of the age.

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## NEW PUBLICATIONS

### BOOKS

- CLARKE, HAROLD A. and EATON, MARY P., Editors—*Improving Secondary School English*. New York: Noble and Noble. 1940. 326 p. \$2.50.
- GOGGANS, SADIE—*Units of Work and Centers of Interest in the Organization of the Elementary School Curriculum*. Contributions to Education No. 803. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 140 p. \$1.60.
- HEATON, KENNETH L., CAMP, WILLIAM G., and DIEDERICH, PAUL B.—*Professional Education for Experienced Teachers*. The Program of the Summer Workshop. Chicago, Illinois: University of Chicago Press. 1940. 142 p. \$1.25.
- LANDY, EDWARD and OTHERS—*Occupational Adjustment and the School*. Washington, D. C.: National Association of Secondary School Principals, 1201 Sixteenth Street, N. W. 1940. 158 p. Paper covers, \$1.00.

### PAMPHLETS

- AMERICAN COUNCIL ON PUBLIC AFFAIRS—*Democratic Education*. Suggestions for Education and National Defense by the Progressive Education Association. Washington, D. C.: American Council on Public Affairs, 1734 Eye Street. 1940. 23 p. Paper covers.
- BEUST, NORA E.—*Know Your School Library*. United States Office of Education Leaflet No. 56. Washington, D. C.: Superintendent of Documents. 1940. 16 p. Paper covers. 5 cents.
- BURNETT, R. WILL—*The Opinions of Science Teachers on Some Socially Significant Issues*. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 1940. 55 p. Paper covers.
- Central City. *A Survey of Mount Pleasant, Michigan*. By a group of freshmen college students. Mount Pleasant, Michigan: Central State Teachers College. 1940. 59 p. Mimeographed.
- EDUCATIONAL POLICIES COMMISSION—*Deliberative Committee Reports in Secondary Education*. An Annotated Bibliography. Washington, D. C.: American Council on Education, 744 Jackson Place. 1940. 37 p. Paper covers. 25 cents.
- FINCH, HARDY R., Editor—*The Motion Picture Goes to School*. Greenwich, Connecticut: The Author, Greenwich High School. 1940. 46 p. Mimeographed. 20 cents.
- FOSTER, WILLIAM T.—*Consumer Loans by Commercial Banks*. Newton, Massachusetts: Pollak Foundation for Economic Research. 1940. 43 p. Paper covers. 10 cents.
- IDAHO EDUCATION ASSOCIATION—*Idaho Journal for the Improvement of Instruction*. Lewiston, Idaho: Lewiston Public Schools. November, 1940. 38 p. Mimeographed.
- McCULLOCH, JOHN I. B.—*Challenge to the Americas*. Headline Book No. 26. Chicago, Illinois: Silver Burdett Company. 1940. 64 p. Paper covers. 25 cents.
- NATIONAL EDUCATION ASSOCIATION—*What People Think About Youth and Education*. Research Bulletin, Volume 18, Number 5, November, 1940. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 23 p. Paper covers. 25 cents.
- NORTH CAROLINA, UNIVERSITY OF—*School-Community Inventory*. A Suggested Guide for an Informal Community Study. Chapel Hill, North Carolina: Rural Education Workshop, University of North Carolina. 1940. 48 p. Mimeographed. 25 cents plus postage.
- UNITED STATES TREASURY DEPARTMENT—*Know Your Money*. Washington, D. C.: Superintendent of Documents. 1940. 32 p. Paper covers. 10 cents.
- WEITZEL, HENRY I.—*The Curriculum Classification of Junior College Students*. Pasadena, California: Pasadena Junior College. 1940. 88 p. Paper covers.
- WHITELAW, JOHN B.—*The School and Its Community*. Chicago, Illinois: University of Chicago Bookstore, 5802 Ellis Avenue. 1940. 39 p. Paper covers. 50 cents.

### CURRICULUM BULLETINS

- ABERDEEN PUBLIC SCHOOLS—*The Programs of the Principals and Supervisors of the Aberdeen Public Schools*. Aberdeen, South Dakota: Public Schools. 1940. 44 p. Mimeographed. 50 cents.
- ALAMANCE COUNTY PUBLIC SCHOOLS PUBLICATIONS—Graham, North Carolina: County Superintendent of Public Instruction. 1940. Mimeographed.
- Teachers' Handbook*, Bulletin No. 3, 44 p.; *The Study of English as a Language*, Bulletin No. 6, 99 p.
- BURLINGTON CITY SCHOOLS—*A Report of the Work of the Curriculum Construction Committee for the School Year, 1939-40*. Burlington, North Carolina: City Schools. 1940. 41 p. Mimeographed.
- CHILTON COUNTY DEPARTMENT OF EDUCATION—*Report of County Curriculum Study Program, 1939-1940*. Clanton, Alabama:

- Chilton County Department of Education. 1940. 95 p. Paper covers. 50 cents.
- FLORIDA PROGRAM FOR THE IMPROVEMENT OF SCHOOLS—*Materials for Use in Studying Selected Topics in National Defense*. Gainesville, Florida: Curriculum Laboratory, University of Florida. 1940. 15 p. Mimeographed.
- HAMILTON, DWIGHT—*Adapting the Reading Program to the Needs of the Individual Child*. Denver, Colorado: State Department of Education. 1940. 114 p. Paper covers.
- HOUSTON PUBLIC SCHOOLS—*Scope of the Curriculum*. Houston, Texas: Public Schools. 1940. Mimeographed.
- Second Grade. Bulletin No. 40CB187. 16 p.
- Third Grade. Bulletin No. 40CB188. 16 p.
- Fourth Grade. Bulletin No. 40CB189. 16 p.
- Sixth Grade. Bulletin No. 40CB191. 17 p.
- Junior High School Department. Arranged by Subjects. Bulletin No. 40CB168. 53 p.
- MARYLAND STATE DEPARTMENT OF EDUCATION—*Social Studies in the Elementary School. Living in a World of Change and Progress*. Baltimore, Maryland: State Department of Education. 1940. 259 p. Paper covers. 55 cents.
- SANTA BARBARA CITY SCHOOLS—*Source Previews*. Series II. Santa Barbara, California: City Schools. 1940. Mimeographed.
- No. 1. *How Has Industry Raised the Standard of Living in the United States?* Grade 9. 76 p. \$1.00.
- No. 3. *How Have Inventions in the Fields of Transportation and Communication Affected Living Conditions in the United States?* Grade 6. 65 p. \$1.00.
- No. 4. *How Has the Spirit of Adventure Helped to Develop the United States of America?* Grade 6. 69 p. \$1.00.
- No. 5. *How Our Home and School Protect Our Health*. Grade 1. 150 p. \$1.50.
- No. 6. *How Have Some Certain Cultures Contributed to the Development of the Santa Barbara Area?* Grade 4. (a) Japan, 60 p., \$1.00; (c) Philippines, 28 p., 75 cents; (d) Hawaii, 37 p., 75 cents; (e) Mexico, 66 p., 75 cents.
- No. 7. *How Do Mammals Serve Us in Santa Barbara?* Grade 3, 327 p., \$2.00.
- No. 8. *How Does Nature Talk to Us?* Grade 3, 83 p., \$1.00.
- No. 9. *How Does Our Family Provide for Us in Our Home?* Junior-Primary, 115 p., \$1.50.
- No. 10. *How Does Our Harbor Serve Us?* Grade 3, 75 p., \$1.00.
- No. 11. *How Has the Development of Trails to and Through California Affected the Lives of the People in California Today?* Grade 5, 37 p., 75 cents.
- No. 12. *How Do Santa Barbara Workers Help to Carry Our Messages?* Grade 2, 40 p., 75 cents.
- No. 13. *How the Family Travels in Santa Barbara*. Primary, 195 p., \$2.00.
- No. 14. *How Does Santa Barbara Use Nature's Forces to Turn Wheels?* Grade 3. 31 p., 75 cents.
- WILSHIRE, ELLEN AND WOOD, HUGH B.—*The Adventures of Puck (A Midsummer Night's Dream)*. A Unit to Accompany the Ballet Prepared for Junior Programs, Inc. Bulletin No. 25. Eugene, Oregon: Curriculum Laboratory, University of Oregon. 1940. 50 p. Mimeographed. 60 cents.
- WILSHIRE, ELLEN, WOOD, HUGH B., AND ADAMS, JAMES B.—*Robin Hood: An Appreciation Unit*. Bulletin No. 26. Eugene, Oregon: Curriculum Laboratory, University of Oregon. 1940. 40 p. Mimeographed. 50 cents.

#### SCHOOL BOOKS

- HANNA, PAUL R., QUILLEN, I. JAMES, AND POTTER, GLADYS L.—*Ten Communities*. Chicago, Illinois: Scott, Foresman and Company. 1940. 512 p. \$1.16.
- HART, ARCHIBALD AND LEJEUNE, F. ARNOLD—*The Growing Vocabulary*. New York: E. P. Dutton and Company. 1940. 126 p. \$1.00.
- PICTURE FACT BOOKS—New York: Harper and Brothers. 1940. 56 p. each. *Library Workers*; *Farm Workers*.
- SALISBURY, RACHEL AND LEONARD, J. PAUL—*Thinking in English*. Book I. Chicago, Illinois: Scott, Foresman and Company. 1940. 327 p.

